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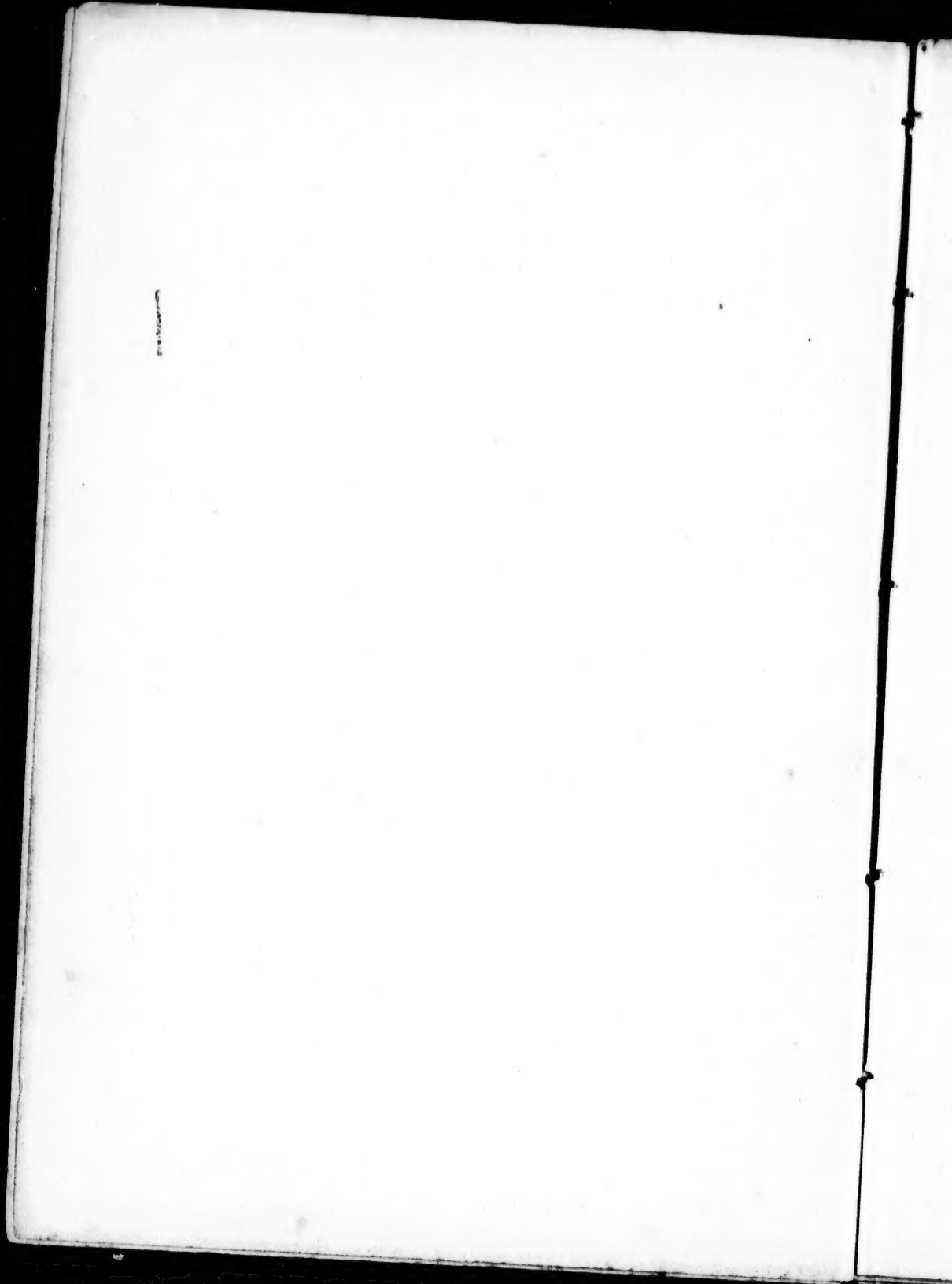
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THE
ENGLISH LANGUAGE.



Second Canadian Copyright Edition.

ANALYSIS OF THE ENGLISH LANGUAGE.

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PART II. ETYMOLOGICAL DERIVATIONS.

PART III. PRAXIS.

CONTAINING

- (i) A SYSTEMATIC COURSE OF EXAMINATION-QUESTIONS:
- (ii) ALL THE QUESTIONS ON GRAMMAR AND ETYMOLOGY PROPOSED AT THE WOOLWICH COMPETITIVE EXAMINATIONS FROM 1854 TO 1869 ;
- (iii) THE PAPERS SET AT THE OXFORD AND CAMBRIDGE LOCAL EXAMINATIONS FOR SEVERAL YEARS.
- (IV) SELECTION OF PAPERS FROM THE CANADIAN UNIVERSITIES BY W. HOUSTON, M.A., Examiner in English, Toronto, University.

BY

I. PLANT FLEMING, M.A., B.C.L.

WITH CORRECTIONS, ADDITIONS, AND COPIOUS INDICES.

TORONTO :

ADAM MILLER & CO.,

1877.

Entered according to Act of Parliament, in the year 1876,
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P R E F A C E.

THIS 'Analysis of the English Language' is intended as a brief, simple, and *systematic* introduction to the works of Angus, Latham, and Marsh.

Perhaps, at the present time, no subject possesses more Educational importance than the *study* and *practice of Method*.* To meet, in this direction, a want extensively felt, no less than to counteract in the mind of the student *uncertainty* and *confusion*, special prominence has been given to *Definition* and *Classification*.

Examples of Syntactical Rules might have been multiplied to any extent, but the bulk of the work would have been seriously increased at a sacrifice of *perspicuity*.

The SECOND PART embraces, in twenty chapters, those words most likely to occur in general reading. The Saxon element has been carefully corrected by reference to Bosworth and Rask; for, of late years, several Saxon words of dubious origin have crept into existence.

* To promote this desirable object, Logic might receive some encouragement in the Public Examinations as a collateral subject with English. Until this be the case, Grammar may in some degree be made to supply its place.

Upon the subject of Derivation, the works of Wedgwood and Richardson have been principally consulted; and in cases of disputed etymology, two or three of the most plausible conjectures have been offered.

In PART III., to a systematic course of Examination Questions two series have been appended, to illustrate the tone and requirements of the Public Competitive Examinations. One contains a complete list of all the questions on English Grammar and Etymology proposed at the Competitive Examinations for admission to the Royal Military Academy, Woolwich, from their commencement (1854) to the present time. The other is a collection of the Papers set at the Oxford and Cambridge Local Examinations during a period of seven years.

A comparison of these two styles of examination will suggest several reflections; one especially, the notable absence from the former of *Parsing* and *Analysis*, which constitute so prominent a feature of the latter.

TONBRIDGE: *October 1, 1869.*

A THIRD EDITION being called for, corrections have been made in many places. The Examination Papers of the Oxford and Cambridge Local Examinations for the last four years have been added by the kind permission of the Oxford Delegacy and the Cambridge Syndicate. Two Indexes have been subjoined, and it is hoped that these (especially the Etymological one) will materially enhance the general utility of the work.

TONBRIDGE: *January 1870.*

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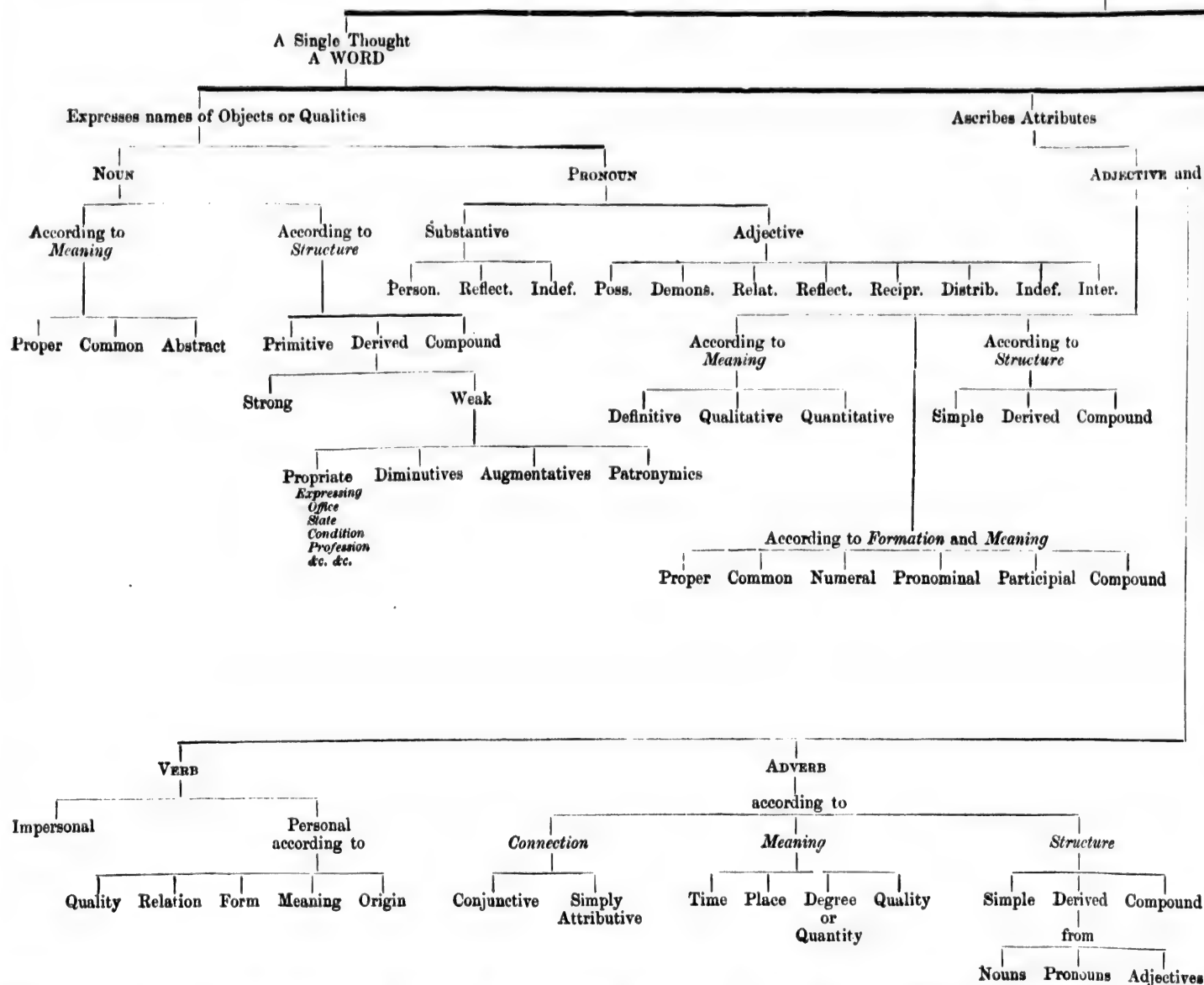
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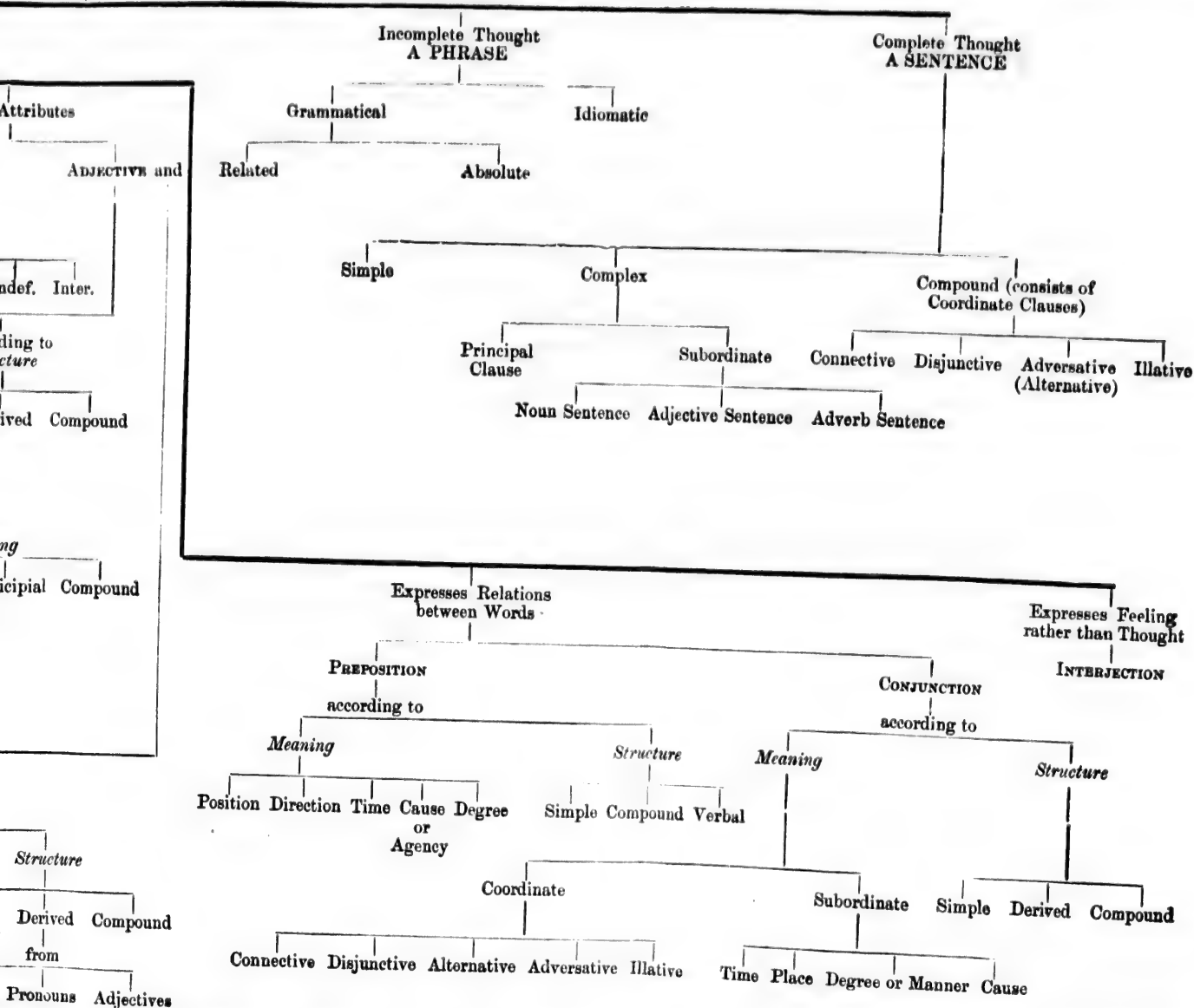
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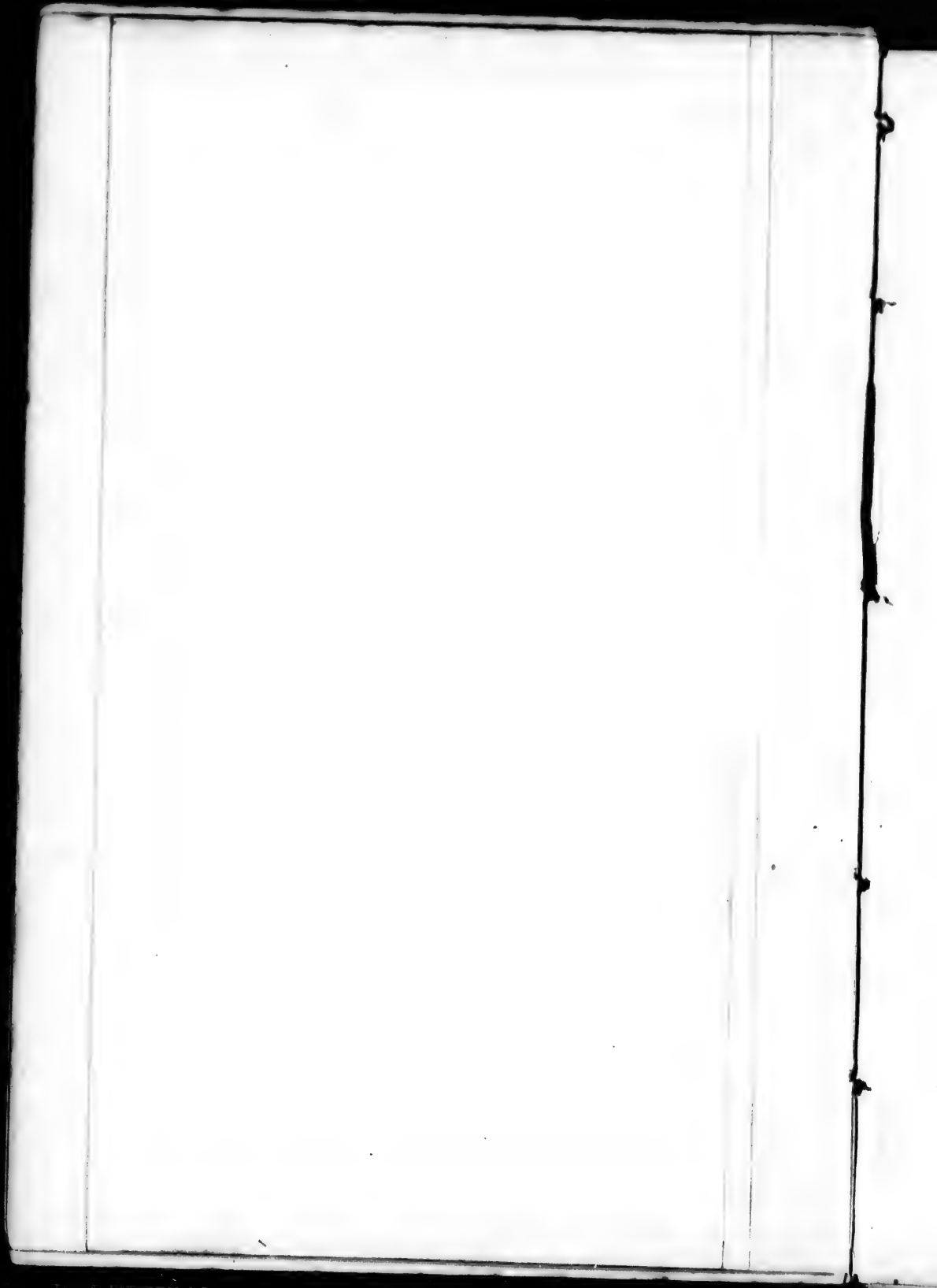


TABLE I.

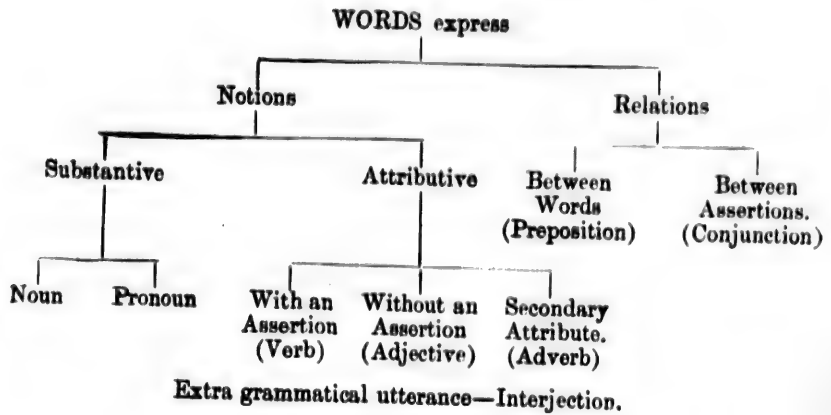
PARTS OF SPEECH.—*After Morell.*

TABLE II.

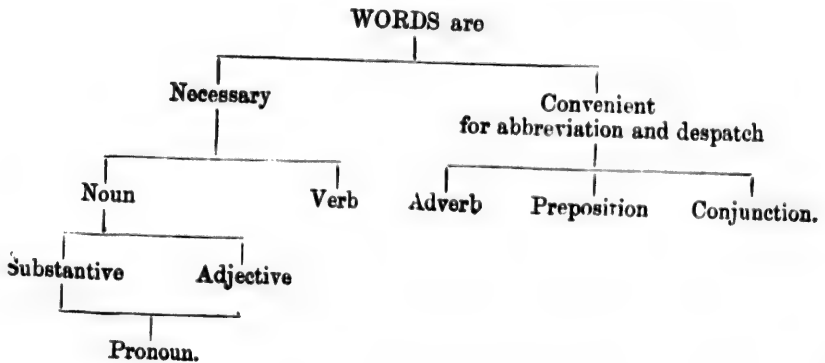
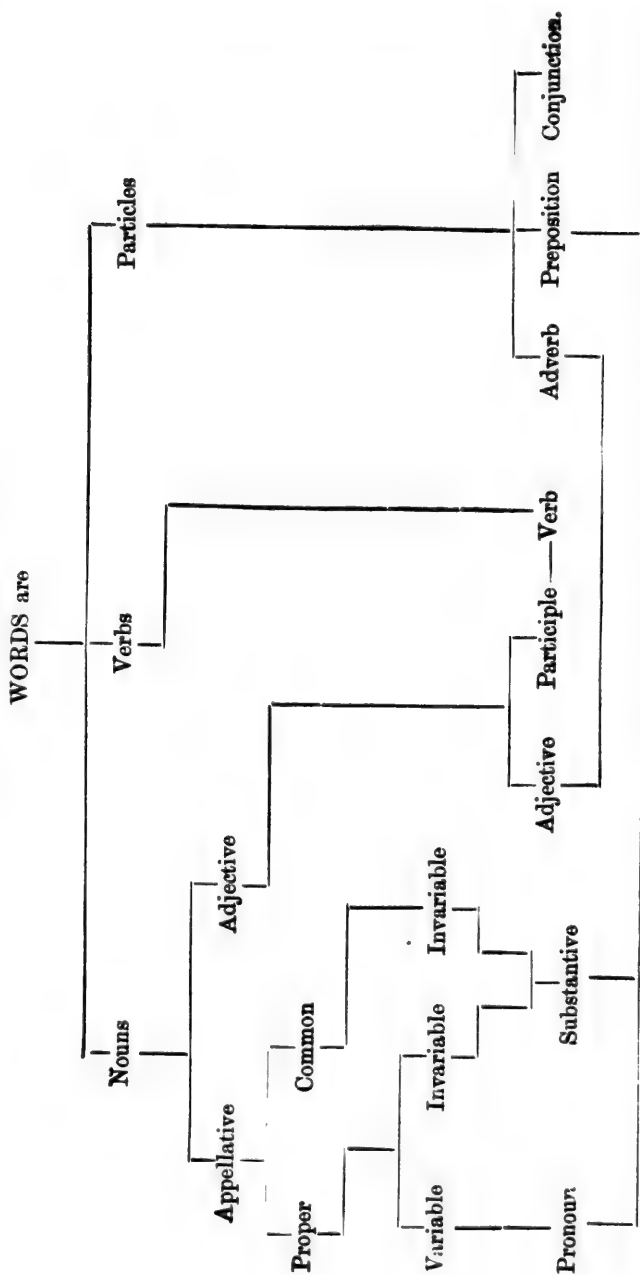
PARTS OF SPEECH.—*From the Suggestions of Horne Tooke.*

TABLE III.
PARTS OF SPEECH.—After Latham.



'This arrangement is systematic or logical, *i.e.* it gives the Parts of Speech according to their relations with each other.'
'In one sense of the word it is natural.'—Latham, *English Language*, Vol. I. xlvii.

ANALYSIS

OF THE

ENGLISH LANGUAGE.

CHAPTER I.

DEFINITIONS AND GLOSSARY.

ABSTRACT NOUN—*vide infra*, **NOUN**.

ACCENT—is the stress laid on a syllable in a word.

ACCIDENCE—that department of **ETYMOLOGY** which treats of the Grammatical inflexions of words.

ACCIDENT—the 'property' of an *individual*, not of a *class*.

ADJECTIVE—a word added to a noun to qualify it.

- (i) **DEFINITIVE**—distinguishes a noun from its class.
- (ii) **QUALITATIVE**—marks the peculiarities of a thing with reference to its Qualities, or supposed Qualities.
- (iii) **QUANTITATIVE**—distinguishes things according to their number.
- (iv) **COMMON**—any ordinary epithet or adjective denoting quality.
- (v) **PROPER**—an *Adjective* formed from a *Proper Noun*.
- (vi) **NUMERAL**—an *Adjective* that expresses a definite Number.
- (vii) **CARDINAL**—shows the number of things taken.
- (viii) **ORDINAL**—shows the order in which they are taken.
- (ix) **MULTIPLICATIVE**—shows how many times one thing exceeds another.
- (x) **PRONOMINAL**—is one that may either accompany a noun or represent it.
- (xi) **PARTICIPIAL**—a participle used as an *Adjective*, i.e. without the notion of *Time*

ADVERB—a word joined to a verb or any *Attributive*, to denote some modification, degree, or circumstance of the expressed *Attribute*.

ANTECEDENT—a word going before, to which a Relative refers.

ART—An applied Science.

ARTICLE—a *Definitive Adjective*—(i) used *generally* with nouns to *limit* their signification. (ii) from *Articulus*, a joint, 'a small part or portion of the entire limb,' hence, metaphorically, a *small*, but *critical* part of the entire signification.

AUGMENTATIVE—a word formed by the addition of a suffix, which has the effect of increasing or intensifying the signification.

BARBARISM—a 'slang term,' an offence against the vocabulary of a language.

CASE*—a grammatical form expressive of the relation of nouns and pronouns to other words—expressive of *dependent* relation.

NOMINATIVE—or 'name case,' denotes the source of the action.

GENITIVE—possessive relation.

DATIVE—receptive or locative relation.

ACCUSATIVE—objective relation.

ABLATIVE—instrumental, modal or causal relation.

CATEGORICAL—absolute, without a condition.

COMMON NOUN—*vide* Noun.

COMPARISON—of Adjectives and Adverbs means a variation in them to express quality in different degrees.

(i) POSITIVE—is an *Adjective* in its simple state.

ii) COMPARATIVE—An *Adjective* is said to be in the *Comparative* degree when on comparing two objects or classes it expresses relatively an increase or diminution of the quality.

(iii) SUPERLATIVE—An *Adjective* is said to be in the *Superlative* degree, when on comparing more than two objects or classes it expresses the limit of the increase or diminution of the quality.

COMPOSITION—the process of word formation by adding whole words to whole words.

COMPOUND—a word formed by adding words, each possessing a distinct signification.

—a *combination* of two or more words, each retaining *its own signification*.

* See note A, p. 8.

CONJUNCTION—a word connecting clauses.

CONJUGATION—a connected view of the inflexions of a verb.

CONSONANT—a letter that cannot be sounded without the aid of a vowel.

COPULA—what connects, or expresses the agreement and disagreement of, subject and predicate.

COORDINATE—of equal rank or position; applied to the members of a compound sentence, and to the conjunctions which connect them.

CORRELATIVE—terms mutually related, which explain each other, and are not able to exist, but together.

DIMINUTIVE—a word formed by adding to the primitive a suffix which signifies 'little,' and has the effect of diminishing or weakening the signification.

DIPHTHONG—two vowels sounded together.

DISTRIBUTIVE—a word taken for all and for each of the things signified by it.

DECLENSION—the *deviation* of the *oblique cases* from the nominative or true noun.

DEFINITION—an explanatory sentence.

DEFECTIVE—wanting some of its parts.

DERIVATION—the process of word formation by modifying the letters of the root, or by adding thereto prefixes or suffixes.

DERIVATIVE—a word formed from another by the modification of its letters, or by the addition of an affix.

(i) **PRIMARY**—is a word formed direct from the root.

(ii) **SECONDARY**—is a word formed from a 'primary derivative.'

EMPHASIS—is the stress laid on a word in a sentence.

ETYMOLOGY—is that part of Grammar which treats of the true matter or meaning and form of words.

FACTITIVE VERB—See **VERB**.

FIGURE OF SPEECH—a peculiar form of expression.

GENDER*—a grammatical form expressive of class or sex.

GERUND—a verbal noun—'a carrying on or performing'—'the

* See note A, p. 8.

imperfect participle generalized, and denoting not an *object* being or doing, but the *mere fact* of being or doing.'

GRAMMAR—the *Principles* which guide language form the SCIENCE of GRAMMAR.

As an ART, Grammar is concerned with the right use (in speech or writing) of *Rules* deduced from these *Principles*.

GOVERNMENT—is the power one word has to regulate another.

HYPOTHETICAL—*vide* PROPOSITION.

IDIOM—an expression peculiar to a language.

IMPERSONAL VERB—*vide* VERB.

IMPROPRIETY—a grammatical error offending against ETYMOLOGY.

INFLEXION—the variation of words in termination, due to number, gender, case, degree, &c.

INTENTION—the mode in which the mind views any outward object of thought.

INTERJECTION—a word expressing *feeling* and *not thought*.

IRREGULAR VERB—*vide* VERB.

LETTER—the symbol of a sound.

(i) MUTE—a letter that cannot be sounded at all without the aid of a vowel.

(ii) LIQUID—a letter that combines most easily with others.

METER—is the measured arrangement of words in a verse.

—is the combination of syllables similarly affected.

MOOD—a *grammatical form* expressing the manner of an action.

NOUN—the name of any *object of sense* or *subject of thought*.

(i) PROPER NOUN—is the name of any individual, person, place, or thing.

(ii) COMMON NOUN—is a name common to all individuals of the same class—'the name of a *distributed* conception.'

(iii) ABSTRACT NOUN—is the name of anything which we only *conceive* of in our minds as having a *real independent* existence.

(iv) COLLECTIVE NOUN—is the name of a class in which the idea of *Unity* is prominent—'of an *undistributed* conception.'

(v) NOUN OF MULTITUDE—is the name of a class in which the idea of *Number* is prominent.

(vi) PROPRIATE—expresses some *special* notion or character affecting the meaning of the original word.

NUMBER*—is a *grammatical form* expressing one, or more than one, of the things indicated by the name.

(i) SINGULAR—expresses one.

(ii) PLURAL—expresses more than one.

OBSOLETE—out of use.

ORTHOEPY—the art of correct pronunciation.

ORTHOGRAPHY—the art of correct spelling.

PARTICLE—a small indeclinable word.

PARTICIPLE—a word partaking of the functions of the ADJECTIVE and VERB—a '*verbal Adjective*.'

PARAGRAPH—a section of discourse nearly related to preceding parts.

PASSIVE—*vide* VOICE.

PERSON*—a *grammatical form* expressive of *distinctive relation*; i.e. distinguishes the speaker, the hearer, and person or thing spoken of.

PARAPHRASE—an amplified version of any discourse.

PHRASE—two or more related words not making a complete expression of thought.

PREDICATE—

(*Logically*) that which is asserted of the subject.

(*Grammatically*) = copula + attribute.

PREPOSITION—a word connecting other words, and expressing a relation between them.

PRONOUN—a word used instead of a noun.

(i) PERSONAL—simple substitute for the name of a *Person* or *Thing*.

(ii) REFLEXIVE—denotes the same person or thing as the *person* or *thing spoken of*.

(iii) INDEFINITE—represents a noun without specifying any individual.

(iv) DEMONSTRATIVE—points out the object to which it refers.

(v) POSSESSIVE—is a substitute for the possessive case of the *Personal Pronoun*.

(vi) RELATIVE—in addition to being a substitute for the name of a person or thing refers to something gone before, and so connects the parts of the sentence together.

(vii) INTERROGATIVE—asks a question.

* See note A, p. 8.

(viii) **DISTRIBUTIVE**—represents a noun, and at the same time *more* than *one individual* of the *class*.

(ix) **RECIPROCAL**—expresses *mutual feeling* and *action*.

PROPOSITION—is *an asserting sentence* (*Logically*).

—is the *asserting part* of a *sentence* (*Grammatically*).

(i) **CATEGORICAL**—asserts absolutely, i.e. without a condition.

(ii) **HYPOTHETICAL**—asserts with a condition.

PROSODY—is that part of Grammar which treats of Rhyme, Rhythm, Metre, and Accent.

QUANTITY—is the length or brevity of a vowel sound.

REDUNDANT—more than necessary.

RHYME—the recurrence of similar final sounds.

RHYTHM—the harmonious arrangement of words.

ROOT—a word reduced to its simplest form.

SENTENCE—a complete expression of thought.

(i) **SIMPLE SENTENCE**—has *one Predicate*.

(ii) **COMPLEX SENTENCE**—has *two or more Predicates*, one principal and the others dependent or subordinate.

(iii) **COMPOUND SENTENCE**—consists of *two or more principal* or *coordinate* assertions.

SOLECISM—(σολοικισμὸς) Soloi, a colony of Cilicia, corrupted the pure Attic Greek, hence—'a grammatical error violating the laws of Syntax.'

SUBJUNCTIVE—a mood or word subjoined, or conditionally dependent on a preceding mood, word, or clause.

STRONG—a term applied to a tense, number, &c., retaining the same form as the primitive word, or derived from it by a radical change.

SUBORDINATE—of inferior or dependent position, applied to some members of a *complex sentence* and to the *conjunctions which connect them*.

SYLLABLE—a simple vowel sound, with or without one or more consonants.

SYNTAX—that part of Grammar which treats of the right arrangement of words in a sentence.

TENSE—a *grammatical form* expressive of the time of an action.

TERM—really *the extreme of a proposition*; now, a 'word limited to a particular signification.'

THEORY—the principle that accounts for a *classification of facts*.

VERB—the principal word in a sentence.

- (i) SUBSTANTIVE VERB—asserts what things are.
- (ii) IMPERSONAL VERB—has no clear source of action expressed.
- (iii) UNIPERSONAL—has the *source* of the action represented by *It*.
- (iv) TRANSITIVE—passes the action on to an object.
- (v) INTRANSITIVE—is one in which the action ceases with the verb.
- (vi) AUXILIARY—assists other verbs in the formation of Voice, Mood, and Tense.
- (vii) REGULAR, or *weak*—forms its past tense by adding *t*, *d*, or *ed*, to the present.
- (viii) IRREGULAR, or *strong*—forms its past tense from the present by a radical change, or retains the same form for both.
- (ix) REDUNDANT—has more than one form for the past tense, or perfect participle, or both.
- (x) DEFECTIVE—is used only in some tenses and moods.
- (xi) REFLECTIVE—has the *same person* for *object* and *subject*.
- (xii) CAUSATIVE—denotes the *action* or *situation* as being *caused* or effected in an object.
- (xiii) INTENSIVE—strengthens the meaning.
- (xiv) DIMINUTIVE—lessens or weakens the meaning.
- (xv) INCEPTIVE—expresses the commencement of an action, or a change of state.
- (xvi) FREQUENTATIVE—expresses the repetition of an action.
- (xvii) FACTITIVE—signifies to make, to appoint.
- (xviii) PERSONAL—one that has a subject in the first, second, or third person.

VOWEL—a letter that has a full open sound.

VOICE—a *grammatical form* expressive of a state of *doing* or *suffering*.

- (i) ACTIVE—expresses a state of doing.
- (ii) PASSIVE—expresses a state of suffering.
- (iii) MIDDLE—expresses neither the act of an agent nor the suffering of an object.

WEAK—a term applied to a tense, number, &c., derived from the primitive word by the addition of a suffix.

WORD—the sign or symbol of a thing or thought.

—consists of a syllable or combination of syllables *possessing a distinct signification*.

Note A.

In his 'Grammar of Grammars,' Gould Brown defines 'Modifications' to mean 'inflections or changes in the terminations, forms, or senses of some kinds of words.' He then gives the following definitions:—

'Nouns have *modifications* of four kinds, viz. Persons, Numbers, Genders, and Cases.'

'Pronouns have the same modifications as Nouns.'

'Verbs have modifications of four kinds, viz. Moods, Tenses, Persons, and Numbers.'

'Numbers in Grammar are modifications that distinguish unity and plurality.'

'Genders in Grammar are modifications that distinguish objects in regard to sex.'

'Cases in Grammar are modifications that distinguish the relations of Nouns and Pronouns to other words.'

With respect to Gender, Latham writes:—'as terms to be useful must be limited, it may be laid down as a *sort of definition* that *there is no gender where there is no affection of the declension*; consequently, that, although we have in English words corresponding to 'genitor' and 'genitrix,' we have no *true gender* until we find words corresponding to *dominus* and *domina*.'—Vol. ii. p. 154, *English Language*.

Again, with reference to Case, he observes:—'In order to constitute a case there must be not only a *change of form*, but also a *change of meaning*. There is no *change of case* unless there be a *change of form*.'—Vol. ii. p. 173.

Of Numbers, he says:—'They are restricted to Nouns and Pronouns.'

Most Grammarians adopt these or similar definitions, which limit Number, Gender, Case to *inflexions* or *variations* in the forms of words.

Such definitions do not suit our language. The following facts strongly oppose them.

1. Many words, deer, sheep, trout, salmon, &c., have the *same form* for both singular and plural.

2. Adjectives have no inflexions whatever for number, gender, case; yet are said to agree with nouns in number, gender, and case.

3. Verbs have no inflexions to distinguish the first person singular, and the three persons plural, &c.

4. We can ascertain the gender of such words as parent, child, &c., only by *their grammatical relation* to other words.

5. A large class of nouns indicate gender by compounds; such as 'he-goat,' 'she-goat.'

6. Another class distinguish sex by a totally different word; as, bull, cow.

7. We have no inflexions to distinguish the nominative from the objective case, yet *all* admit we have an *objective case*.

Grammatical Relation, and not any *peculiarity of form*, enables us to distinguish the one from the other.

Thus, as has been well said, 'Gender, Number, and Case are very imperfectly shown in our language by *inflexions*.'

Logic teaches us that the first great requisite of a correct definition is, 'that it should be adequate;' and, as Whately remarks, 'it should admit no arbitrary exceptions.'

The question is simply to reconcile such facts with the requirements of Logic. If Logic and Grammar are at variance, Grammar must give way.

This reconciliation will be easily effected by altering the '*genus*' of these definitions, and selecting one more *suitable* and more *exact*. Such a '*genus*' is found in the expression *grammatical form*. It is sufficiently comprehensive to embrace the peculiarities above-mentioned, whether of number, or gender, or case, indicated as they may be by variation of termination, by change of form, by compounds, or by grammatical relation. It will enable us also with more propriety to make use of certain classical terms which we cannot altogether afford to dispense with.

Dr. Angus has a very appropriate remark on this subject, he says:—

'Strictly speaking, therefore, Number, Case, Gender are, as applied to words, *grammatical forms expressive of the number, the condition, or relation to something else named in the sentence, and the sex of the things to which the words, whether nouns, pronouns, adjectives, or verbs, are applied.*'—*Handbook of the English Tongue*, p. 148.

CHAPTER II.

§ 1. INTRODUCTORY.

1. LANGUAGE is the expression of *Thought*.
2. THE EXPRESSION OF A SINGLE THOUGHT is called a WORD; of *incomplete thought*, a PHRASE; of *complete thought*, a SENTENCE.
3. The PRINCIPLES by which Language is guided form the SCIENCE of Grammar.
As an ART, Grammar is concerned with the right application (in speech and writing) of *Rules* deduced from these *Principles*.
4. The difference between an ART and a SCIENCE is this:—
A SCIENCE concerns itself with *Principles* alone.
To an ART three things are requisite, (i) *Principles*; (ii) *Rules* deduced from these *Principles*; (iii) *Production*. Hence an ART is defined to be an APPLIED SCIENCE.

5. GRAMMAR is divided into three parts; (i) ETYMOLOGY, (ii) SYNTAX, (iii) PROSODY.

- (i) ETYMOLOGY is that part of *Grammar* which treats of the true matter or meaning and form of words.
- (ii) SYNTAX is that part of *Grammar* which treats of the right arrangement of words in a sentence.
- (iii) PROSODY is that part of *Grammar* which treats of *Accent, Metre, Rhyme, and Rhythm.*

§ 2. WORD ACCORDING TO FORM AND MEANING.

Word according to Form.

- 1. A WORD, according to its *form*, is either *simple* or *compound*.
- 2. A SIMPLE WORD possesses a distinct meaning, and consists of one or more syllables.

A COMPOUND WORD is a combination of two or more simple words.

- 3. A SYLLABLE consists of one or more letters possessing one vowel sound.

A MONOSYLLABLE is a word of one syllable.

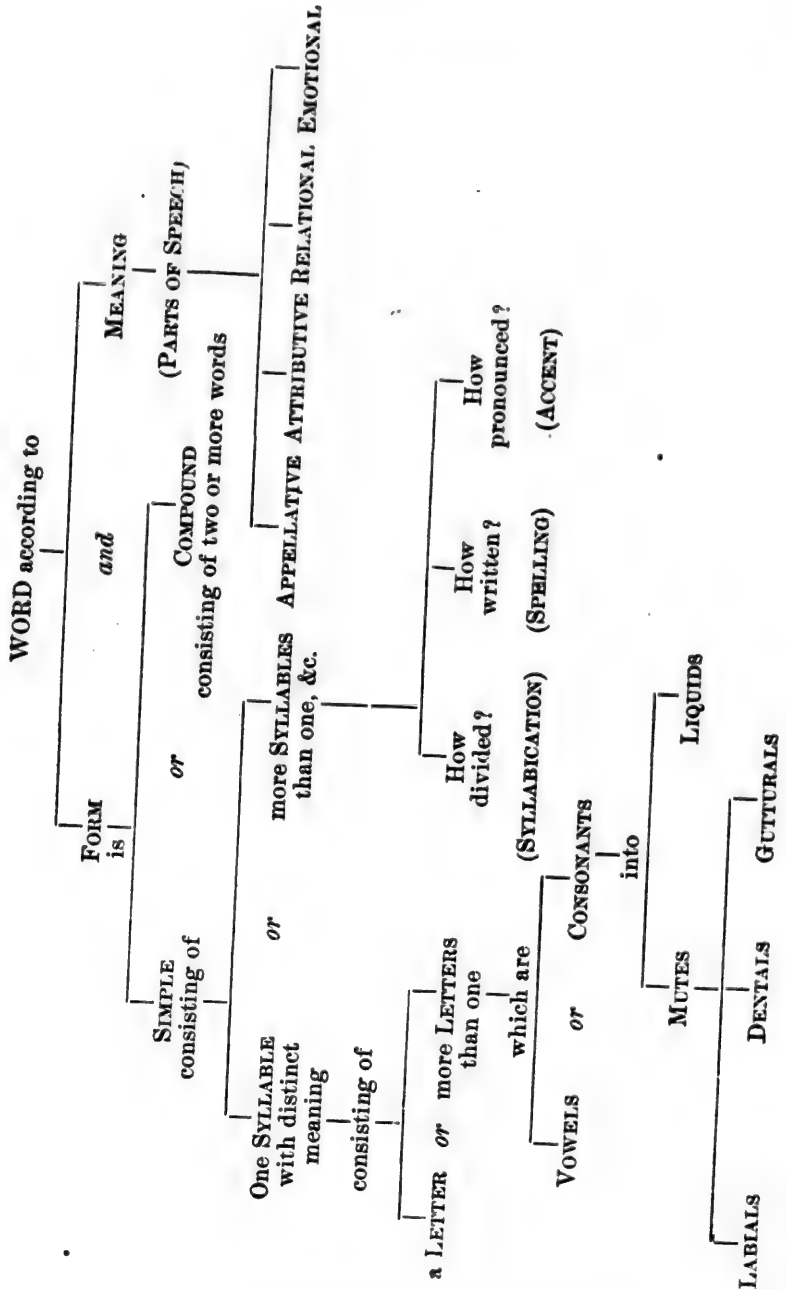
A DISSYLLABLE „ two syllables.

A TRISYLLABLE „ three syllables.

A POLYSYLLABLE „ more than three syllables.

- 4. A LETTER is the symbol of a sound. LETTERS are divided into 2 classes; *Vowels* and *Consonants*.

- (i) A VOWEL is a full, open sound. The vowels are *a, e, i, o, u.*
- (ii) A CONSONANT is a letter which cannot be sounded without the aid of a vowel.
- (iii) THE CONSONANTS are divided into:
 - (a) *Liquids*, so called because they most easily combine with other letters: *l, m, n, r.*
 - (b) *Mutes*, because they cannot be sounded at all without a vowel.
- (iv) *W, Y* are called *Semivowels*; *X, J*, *double Consonants*.
- (v) *W* and *Y* are called *Consonants* when they precede a vowel in the same syllable; as in *wine, twine, yet,*



youth: in all other cases these letters are *vowels*; as in *Ystadt, newly, dewy*.

- (vi) **DIPHTHONGS** consist of two vowels sounded together. Generally, the sound is that of a single vowel, but in some cases they have a sound of their own; as *House, new*. These are called *proper diphthongs*. When only *one* of the vowels is sounded, the *diphthong* is called *improper*; as, *oa* in *loaf*; *eo* in *people*.

The *diphthongs* in English are 29; embracing all but 6 of the 35 possible combinations of two vowels. The six rejected are *ii, iu, iw, iy, uu, uw*.

Ten of these *diphthongs* being variously sounded may be either *proper* or *improper*: to wit, *ay, ie, oi, ou, ow, ua, ue, ui, uo, uy*.

The *proper diphthongs* appear to be 13: *ay, ia, ie, io, oi, ou, ow, oy, ua, ue, ui, uo, uy*, of which combinations only 3, *ia, io, and oy* are invariably of this class.

- (vii) **TRIPHTHONGS** consist of three vowels sounded together, as *buoyant*.

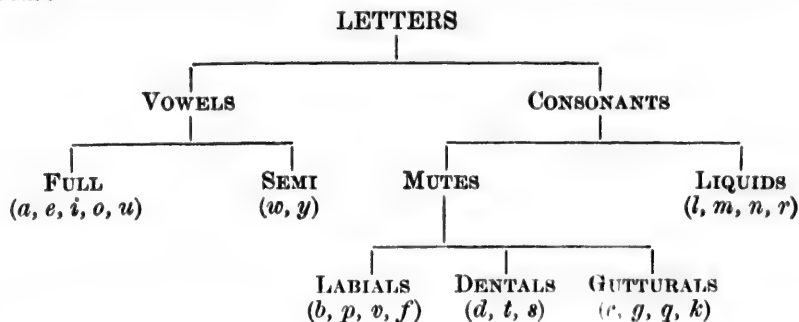
When all the vowels are sounded the triphthong is called *proper*; as *uoy* in *buoy*.

When only one or two of the vowels are sounded the triphthong is called *improper*; as, *eau* in *beauty*.

The only proper triphthong in English is *uoy*, as in *buoy, buoyant*, unless *uoi* in *quoit* may be considered a parallel instance.

The improper triphthongs are 16.

5. The whole system of *Letters* may be thus represented in tabular form:



h—is simply a breathing, possessing no articulate sound of its own.

Observations on the Letters.

6. LABIALS are those letters we pronounce with the 'lips;' DENTALS—with the 'teeth;' GUTTURALS—with the 'throat.'

7. (i) C is *soft* like *s* before *e, i, y*, as *cell, civil, cymbal*; except in *sceptic, Cymry* (pronounced Cumru).

C is *hard* like *k* before *a, o, u, r, l, t*.

It has the sound of *sh* in some words; as, *social*.

- (ii) F is pronounced uniformly, except in *of* and its compounds, when it is pronounced like *v*.

- (iii) G is *soft* before *e, i, y*; *hard* before *a, o, u, n, l, r*.

- (iv) S is sometimes *sharp*, as in *sing*; *flat*, as in *raisin*; *zh*, or *sh*, as in *pleasure*; *silent*, as in *island*.

- (v) TH has two sounds: *sharp*, as in *thin*—*flat*, as in *these*.

These two sounds were represented by the symbols þ—*th*, and ð—*dh*, in Anglo-Saxon.

- (vi) X has the sound of *ks*, as in *exercise*, *gs* as in *exertion*, *z* as in *Xenophon*.

- (vii) Z has the sound of flat *s*, as in *zebra*: of flat *sh*, as in *azure*.

8. There are 42 elementary sounds in the English Alphabet, and 26 letters. A perfect alphabet requires:—

- (i) A single sign for every simple sound.
- (ii) No sound should have more than one sign.
- (iii) No sign should represent more than one sound.
- (iv) Similar sounds should be represented by similar signs.

9. Viewed by these tests the English alphabet is *uncertain, inconsistent, erroneous, deficient, redundant*.

10. These defects are remedied by various expedients, such as:

- (i) Lengthening a vowel by adding a final *e* mute, as *bīt, bīte*.
- (ii) Shortening a vowel by doubling the next consonant, as *cārry*.
- (iii) Adding *h* to mark the aspirates of *p, t, s*.

§ 3. Spelling.

1. SPELLING is the arrangement of letters in a word.
2. ORTHOGRAPHY is the art of correct spelling.
3. The *anomalies* of English spelling are influenced by :
 - (i) The *deficiencies* and *uncertain sounds* of our alphabet.
 - (ii) The *variety* and *copiousness* of our words taken from various sources, and necessarily connected by their spelling with their roots.
 - (iii) The *necessity of distinguishing words* of like sound, but of different meaning.

4. Rules for Spelling :

(i) VOWELS.

- (a) *Final E*. Words ending in *e* mute generally—
 — *retain it* before additions that begin with a consonant; as, *paleeness*. Exc.: *Awful, duly, truly, wholly*.
 — *omit it* before additions that begin with a vowel; as, *curable*.

Exc.: After *v*, *c*, and *g* soft it is retained; as, *changeable*. After *dg* it is generally omitted; as, *judgment*. Before *ous* it becomes *i*; as, *gracious*.

- (b) *Diphthongal sounds of e* are spelt *ei* in derivatives from *capiō*; as, *receive*: otherwise in *ie*; as, *believe*.

- (c) *Final Y*—remains unchanged before additions:
 — *in simple words* preceded by a vowel,
 — *in true compounds*, except before *ing* and *ish*; as, *joyful, ladyship*.
 — is changed into *i* before additions:
 — *when preceded by a vowel*.
 — *when the compound word is made one*; as, *handiwork, daily*.

The words *laid, paid, said, staid* are accounted for by the participial suffix *ed*.

(ii) CONSONANTS.

(a) *Monosyllables* ending in *f, l, s*, preceded by a short vowel, double the final letter; as, *well, mill, pass, staff*.

Except *As, gas, his, this, thus, us, yes, was, clef, if, of*.

(b) *Monosyllables* ending in any other letter than *f, l, s*, keep the final consonant single; as, *son, cup*.

Except: *Add, butt, buzz, ebb, egg, err, inn, odd*.

Final 'LL' is peculiar to monosyllables and their compounds.

(c) *Final c* and *ck*. Monosyllables and English verbs end in *ck*, other words in *c*, as *public*.

Except: *lac, soc, zinc, disc, talc*.

(iii) DOUBLE LETTERS:

(a) Words ending with a double letter retain both before addition, if these do not begin with the same letter; as, *agreeable, successful*.

If the same letter follows, one is omitted; as, *hilly*.

(iv) COMPOUND and DERIVED WORDS.

Words ending with a double letter preserve it double in all derivatives formed by prefixes; as, *call, recall, fall, befall*.

Exc.: *Enrol, fulfil, beset*.

(v) MONOSYLLABLES.

Words ending in single *l*; words accented on the final syllable when the vowel is short, double the final consonant before additions; as, *thinner, acquittal, grovelling*.

(b) If the accent is thrown back the final letter is not generally doubled; as, *refèr, référence*.

(vi) IZE, ISE. Causative verbs end in *ize*: monosyllables (and where *ise* is not a distinct part of the root) in *ise*; as, in *advise, rise, surprise*.

5. DIVIDING SYLLABLES.

As a general rule subordinate to etymological propriety, each separate syllable should, as far as possible, begin with a consonant: as, *re-pre-hen-si-ble*.

§ 4. Accent.

1. ORTHOEPIY is the art of correct pronunciation.

EMPHASIS is the stress laid on a word in a sentence.

ACCENT is the stress laid on a syllable in a word.

QUANTITY is the length or brevity of a vowel sound.

2. ACCENT in English is entirely distinct from *quantity*. Thus, *Augúst*, *augúst* have each one long syllable (*au*), but we accent either syllable.

3. Accent as a rule is on *the root*, not on *the prefix*, nor on *the suffix*.

4. One great use of accent is to *distinguish words* alike in form, according to this general rule. The *verb* moves the accent to the right from the *adjective* and *noun*; the *adjective* moves it to the right from the *noun*.* Thus:—

I.		II.		III.	
<i>Noun.</i>	<i>verb.</i>	<i>adj.</i>	<i>verb.</i>	<i>noun.</i>	<i>adj.</i>
Désert	desert	fréquent	frequent	cómpact	compáct
Áttribute	attribute	ábsent	absént	minute	minúte
Accent	accént	présent	présént	éxpert	expért
	&c.		&c.		&c.

5. *English words* are accented on *any of the last four syllables*. The favourite place in words that admit of it is *the antepenult*; and words imported into English have a tendency to shift their accent in accordance with this law; as,

Theátre	has become	Théatre	Académy	has become	Acádemý
Revénue	„	Révenue	Samaria	„	Samária
Fanátic	„	Fánatic	Sennachéríb	„	Sennácherib
Orátor	„	O'rator	&c.		&c.
Senátor	„	Sénator			

* There are some exceptions of course; as *Invalid* (noun), *Inválid* (adj.) The question arises whether the former should not be *Ínválid*.

§ 5. Word according to Meaning.

1. ETYMOLOGY has a *threefold* province:—

(i) *It treats of the classification of words.*

(ii) *It treats of the composition and derivation of words.*

(iii) *It treats of the inflexions of words.*

2. All words may be classified, or arranged under certain heads.

3. The classes into which all words may be divided are termed
PARTS OF SPEECH.

4. The *classification* of words is exceedingly diverse. Four principal schemes are given: (1) according to *Morell*; (2) according to the *suggestions of Horne Tooke*; (3) according to *Latham*; and (4) from *Angus*.

5. Preference is given to the views of Dr. Angus, because they appear to be *most logical* and *most universal* in application.

6. Words are divided into those,

1. Which give *names* to *persons* and *things*—APPELLATIVE.

2. Which ascribe *attributes* to *persons* and *things*—ATTRIBUTIVE.

3. Which express *relations* between other words—RELATIONAL.

4. Which express *feeling* rather than *thought*—EMOTIONAL.

7. 1. APPELLATIVE WORDS are NOUNS and PERSONAL PRONOUNS.

2. ATTRIBUTIVES are—

(i) ADJECTIVES which append a *quality* to a *Noun* without formally asserting it.

(ii) VERBS which assert the qualities or acts; or

(iii) ADVERBS which append qualities either to Adjectives or Verbs.

3. RELATIONAL or INTERRELATING WORDS are—

(i) PREPOSITIONS, which express the relation between one word and another.

(ii) CONJUNCTIONS, which express the relation between one assertion and another.

4. EMOTIONAL are called INTERJECTIONS.

Table of Words.

WORDS	{	I. Give <i>names</i> to persons or things (APPELLATIVE)	{	1. NOUN.
			{	2. PERSONAL PRONOUN.
	{	II. Ascribe <i>attributes</i> to persons or things (ATTRIBUTIVE)		3. ADJECTIVE = Simple attribute.
				4. VERB = Attribute + Assertion.
				5. ADVERB = Attribute of another attribute.
	{	III. Express <i>relations</i> between words (RELATIONAL)		6. PREPOSITION, relates notions.
				7. CONJUNCTION, relates sentences.
	{	IV. Express <i>feeling</i> rather than <i>thought</i> (EMOTIONAL)	{	8. INTERJECTION.

☞ For the schemes of Morell, Horns Tooke, Latham, see Tables 2, 3, 4.

5. Thus we may enumerate the *Parts of Speech* as eight, which we proceed to discuss separately, exhibiting the classification, structure, and inflexions of each. This will render our analysis of Etymology complete.

☞ Though the method pursued in this analysis is in exact accordance with the tabular division of the subject of *Language* given at the commencement, it may be useful to state that it is applied uniformly thus:—(i) *Definition*; (ii) *Division*, or Classification (according to the general principles, *Meaning* and *Structure*); (iii) *Explanations* and *Relations of this Classification*; (iv) *Accidents*; (v) *General remarks*.

Subject-matter which cannot be well introduced without a sacrifice of perspicuity or method will be found in the Appendices.

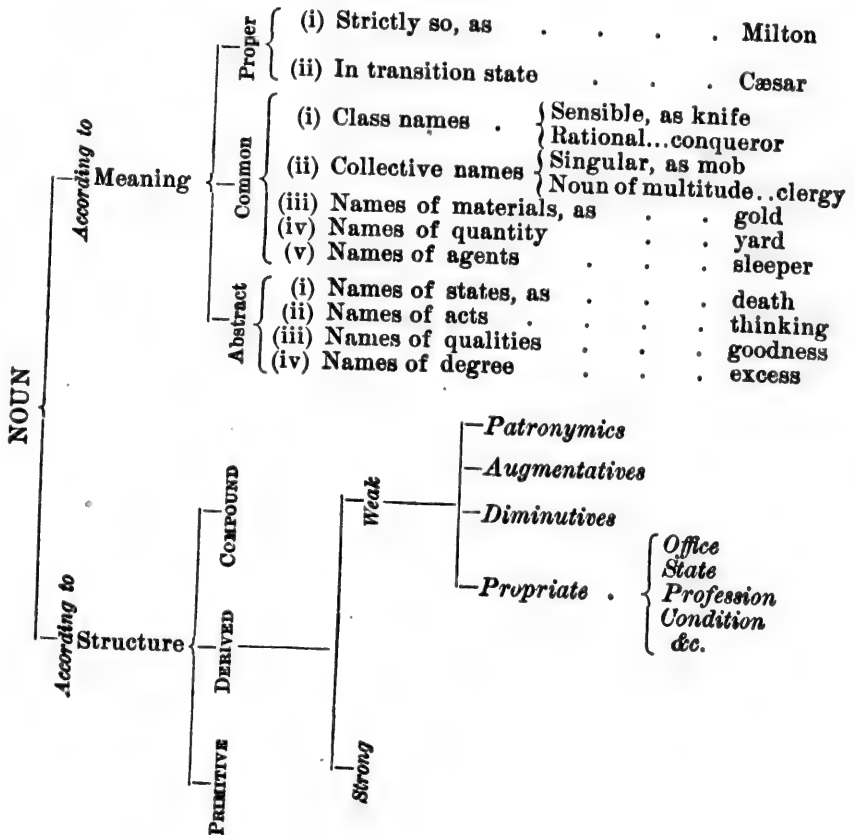
CHAPTER III.

THE NOUN.

§ 1.

1. **Definition.** A NOUN is the name of any object of sense or subject of thought.

2. CLASSIFICATION.



§ 2. Nouns according to Meaning.

1. A **PROPER NOUN** is the name of any individual person, place, or thing; as, *London, Philip, Nero*.

2. A **COMMON NOUN** is a name *common* to all individuals of the same class; as, *tree, bird, flower, dog*. Logically we may define a *common noun* to be the name of a *distributive conception*.

A term is said to be '*distributed*' when it is taken for all and for each of the things signified by it.

3. A **COLLECTIVE NOUN** is the name of a *collective conception*, i.e. of a class viewed as a unit, and is of two kinds:

(i) *The singular noun*, in which the idea of *unity* is prominent; as, *mob, crowd*.

(ii) *The noun of multitude*, in which the idea of *number* is prominent; as, *clergy, nobility*.

4. An **ABSTRACT NOUN** is the name of anything which we only *conceive of in our minds* as having a real independent existence; as, *wisdom, prudence, sleep*.

§ 3. Nouns according to Structure.

1. When a word can be reduced to no simpler form, it is called a *root*.

2. A word derived from a simple word or root by a *radical change*, is called a *strong derivative*; as, *bless, bliss; sing, song; feed, food; choose, choice*.

3. A word derived from another by the addition of a suffix is called a *weak derivative*; as, *lance, lancet; stream, streamlet*.

4. **DERIVATIVES** formed direct from the root are called *primary derivatives*; derivatives formed from other derivatives—*secondary derivatives*.

5. Words formed by the addition of two or more words, each retaining its own signification, are called **COMPOUNDS**.

6. Nouns are either—

- (i) *Original Roots.*
- (ii) *Strong or weak Derivatives.*
- (iii) *Compounds.*

- (i) *Primitive Nouns* are chiefly monosyllabic and Anglo-Saxon. They embrace the names of all the common objects of nature and human life around us, the winds, passions, &c.; as, *brother, sister, sun, earth, fear, wife, roof.*
- (ii) *Strong Derivatives* are also, with few exceptions, Anglo-Saxon.
- (iii) *Weak Derivatives* may be divided into four classes.

(a) **PROPRIATE NOUNS** (*proprium*) which express some special notion or character (such as, *state, condition, form, profession, office, &c.*) affecting the meaning of the original word; as, *childhood, musician, homage, kindred, &c.*

For an explanation of such words, or their suffixes, vide *Etym. Deriv.* chap. I. 7.

(b) **DIMINUTIVES** are nouns formed by adding to the primitive words suffixes which signify 'little,' and have the effect of diminishing or weakening the meaning; as, *lance, lancet; stream, streamlet.*

(c) **DIMINUTIVES**, besides 'littleness,' sometimes express endearment, pity, depreciation, or contempt; as, *darling, mannikin, lordling.*

For *List and Explanation*, vide *Etym. Deriv.* chap. I. 4.

(d) **AUGMENTATIVES** are nouns formed by adding to the primitive words suffixes which have the effect of intensifying the meaning; as, *balloon, pollard.*

(e) **AUGMENTATIVES** also sometimes express censure; as, *dotard, dullard, buffoon.*

For *List and Explanation*, vide *Etym. Deriv.* chap. I. 5.

(f) **PATRONYMICS** are nouns formed by adding a prefix or suffix to the name of the father to indicate the son; as, *Robin-son, Fitz-Herbert, O'Connell, Mc'Ivor, &c.*

Vide *Etym. Deriv.* chap. I. 6.

COMPOUNDS :—

(iv) COMPOUND NOUNS are various. They are formed by combining—

Noun + Noun	} <i>and vice versâ</i>	as, <i>rosetree, moonlight.</i>
Noun + Adjective		„ <i>courtmartial, freeman.</i>
Noun + Verb		„ <i>godsend, breakfast.</i>
Noun + Gerund		„ <i>cockcrowing, walking-stick.</i>
Pronoun + Noun . . .		<i>hegoat, shebear.</i>
Adverb + Noun . . .		<i>out-law, after-thought.</i>
Adverb + Verb <i>and vice versâ</i>		<i>welcome, runaway.</i>
Adverb + Participle . .		<i>bygoness.</i>
Adverb + Gerund . . .		<i>uprising, outgoing.</i>
Verb + Verb		<i>hearsay, makebelieve.</i>

(a) The *logical force* of a *compound noun* is this. The second word indicates the *genus* or class, and the first word the *difference* or 'species.' Thus in *manservant*, *servant* is the 'genus'; but in *servant-man*, *man* is the 'genus.' Since a *logical definition* is formed by adding the *difference* to the *genus*, it follows, that many compound nouns are *logical definitions of the person or thing* to which we apply the term.

(b) 'There are several nouns in which the composition is concealed by the apparent incompleteness of one of the elements or sometimes both. The *compound* hence appears as a *derivative*, or even as a *root*, when in truth it is neither: thus *misdeed*, *kingdom*, *manhood*, *friendship*, *bishopric* are all compounds, the italic syllables having originally a distinct meaning. To these may be added

Atone	=	at + one.
Daisy	=	day's eye.
Verdict	=	vere-dictum.
Bachelor	=	bas chevalier.
Biscuit	=	bis coctus.
Curfew	=	couvrefeu.
Kerchief	=	couvrechef.

Kickshaws	=	quelques choses.
Vinegar	=	vin aigre = vinum acer.
Privilege	=	by private law.'
&c.	&c.	&c.

(c) 'On the other hand, many words which appear to be *compounds* are *not* really such. Such are

Crayfish, for crevice, Fr. <i>écrivisse</i> .
Wiseacre, for weissager, Ger. a <i>diviner</i> .
Sparrowgrass, for asparagus.
Yeoman, for yemeane, A.-S. common.
Beefeater, for <i>bufettier</i> .
Bag-o-nails, for <i>bacchanals</i> .'
&c. &c. &c.

(d) '*Composition*, it may be added, is *later* in a language than *Derivation*, and it forms a most important power in any tongue. In English, as in German and Greek, it is a *great excellence*, and goes far to compensate us for the loss of case-endings. Indeed it helps us to express our meaning with a brevity and clearness which case-endings alone would never have given.'—Angus, *II. E. Tongue*, p. 143.

§ 4. Number.

1. We speak of the *properties* of a class, and the *accidents* of an individual. Hence we say the *accidents* of a noun are *Number*, *Gender*, *Case*.

2. **Definition.** NUMBER is a grammatical form expressing one, or more than one, of the things indicated by the name. These numbers are called *singular* and *plural*.

3. Nouns of Anglo-Saxon origin form their plurals in four ways :

- (i) By a *radical change* ; as, *mouse*, *mice*. These are called *strong plurals*, and imply *collectiveness*.
- (ii) By the suffix *en* ; A.-S. as, *ox*, *oxen*. These are rapidly becoming obsolete, and are estimated *strong*.
- (iii) By the suffix *er* ; as *childer* (in A.-S. *ru* or *ra*), cor-

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rupted now into *ry*; as, *yeomanry*, also implying *collectiveness*.

(iv) By the suffix *es* or *s*; as, *book, books*; *church, churches*.

4. A favourite termination of the plural of N.—French nouns was *x*, and of A.—Saxon nouns *as*. Hence the fourth method, which now prevails, would naturally be adopted when the languages blended.

5. *Rules for forming the plurals in s and es, &c.*

(a) Nouns ending in *ch* soft, *sh, ss, s, x, z*, and generally in two consonants or a double consonant, also in *o* and *y* preceded by a consonant, form their plurals by adding *es*; as, *church, churches*; *topaz, topazes*; *hero, heroes*: *y* changes into *i* before *es*; as, *fly, flies*.

(b) *Exceptions*: *Canto, grotto, palmetto, junto, portico, octavo, quarto, duodecimo, solo, tyro*, form their plurals in *s*.

(c) Other nouns ending in *ch* hard, or in *one* consonant, or in *o* and *y* preceded by a vowel, form their plurals by adding *s*; as, *book, books*; *valley, valleys*; *patriarch, patriarchs*.

(d) Nouns ending in *fe* form their plurals in *ves*; as, *wife, wives*. Except *fife, strife, safe*.

(e) The following nouns ending in *f* do not change it in the plural: *Brief, chief, dwarf, fief, grief, gulf, kerchief, hoof, mischief, proof, roof, reproof, scarf, surf, turf, wharf*; and nouns in *ff*, as *muff*.—N. B. *Wharf* and *dwarf* form their plurals both ways; as, *wharfs, wharves*; *dwarfs, dwarves*.

(f) The following thirteen simple nouns have strong plurals:—

Man—Men	Goose—Geese	Die—Dice
Woman—Women	Foot—Feet	Penny—Pence
Child—Children	Tooth—Teeth	Pea—Pease.
Brother—Brethren	Louse—Lice	
Ox—Oxen	Mouse—Mice	

Other words, as *sheep, grouse, &c.*, have strong plurals of unaltered form.

6. Some nouns have both a *strong* and a *weak plural*:

<i>Sing.</i>	<i>Weak Plural.</i>	<i>Strong Plural.</i>
Penny	Pennies	Pence
Pea	Peas	Pease

Since plurals in *en* are estimated strong, to these we may add

Brother	Brothers	Brethren
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7. *Nouns which have two plurals with totally different meanings:*

<i>Sing.</i>	<i>Plu. 1.</i>	<i>Plu. 2.</i>
Cloth	Cloths	Clothes
Die	Dies	Dice
Genius	Geniuses	Genii
Index	Indexes	Indices

8. *Nouns which have different meanings in the singular and plural:*

Iron	<i>Sing.:</i> Metal	<i>Plu.:</i> Manacles, &c.
Content	— Volume	— Subject-matter of a book
Domino	— A mask	— A game
Good	— An adjective	— Property
Salt	— A condiment	— A medicine
Vesper	— Evening	— Evening prayers
Spectacle	— A sight	— Glasses to see with

 Under this class we may place the names of materials which in the plural indicate varieties; as, *wines, sugars, &c.*

9. *Nouns which have two meanings in the singular and one in the plural:*

<i>Sing.</i>	<i>Meaning.</i>	<i>Plural.</i>	<i>Meaning.</i>
Horse	— Cavalry; animal	Horses	— Animals
Foot	— Infantry; part of the body	Feet	— Parts of the body
Powder	— For guns; mixture	Powders	— Mixtures
Light	— Of a lamp; a lamp	Lights	— Lamps
Compass	— Circuit; mariner's compass	Compasses	— For measuring

10. *Nouns which have two meanings in the plural and one in the singular:*

<i>Sing.</i>	<i>Meaning.</i>	<i>Plural.</i>	<i>Meaning.</i>
Pain	— Suffering	Pains	— Suffering, troubles
Custom	— Habit	Customs	— Habits, revenue duties

11. The noun '*letter*' has *two meanings* in the singular, alphabet-letter, and epistle; and *three in the plural*, viz. alphabet-letter, literature, epistles.

12. *Nouns which have no singular.*

(a) *Those which express dual conceptions*; as,

Bellows	Scissors	Spectacles	Trousers
Pincers	Shears	Tongs	
Pliers	Snuffers	Tweezers	

(b) *Those, which express things plural by nature or art, or are plurals in the languages from which they are derived*; such as,

Antipodes	Bowels	Hustings	Nuptials
Annals	Calends	Ides	Oats
Archives	Credentials	Lees	Obsequies
Assets	Dregs	Matins	Odds
Aborigines	Entrails	Measles	Premises
Banns	Filings	Nones	Thanks
Tidings	Trappings	Victuals	Vitals

13. *Nouns which have no plural*:—Names of objects, &c., which from their nature cannot be counted, have no plurals; such as,

(a) *Names of materials*; as, *gold, pitch, &c.*

(b) *Names of abstract and moral qualities*; as, *hardness, prudence, pride.*

14. *Collectiveness* is shown in three ways:—

(a) By the collective noun; as, *mob, crowd.*

(b) By the strong plural; as, *mouse, mice.*

(c) By the suffix *ry*; as,

Cavalry	=	a collection of 'caballi,' or steeds
Yeomanry	=	„ yeomen
Artillery	=	„ bows and arrows (<i>arcus, telum</i>)
Eyrie	=	eggery . . eggs
Jewry	= Jews, <i>i. e.</i> Judæa
&c.		&c.

15. Words imported from *foreign languages* form their plurals according to the law of the language whence they are derived; as,

Cherub	Cherubim	(Hebrew)
Criterion	Criteria	(Greek)
Formula	Formulae	(Latin)
Beau	Beaux	(French)
Bandit	Banditti	(Italian)
&c.	&c.	&c.

16. Several of these foreign words have a tendency to form their plurals according to English rule; as,

Crocuses, formulas, frustums, memorandums, &c.

When this takes place the word may be said to be naturalised.

17. We have now to discuss the following words:—

(a) { Ethics	(i) Means
(a) { Metaphysics	(k) Pains
(b) Chickens	(l) Amends
(c) Children	(m) Riches
(d) Ferns	(n) Alms
(e) Swine	(o) Folk, folks
(f) Kine	(p) Wages
(g) Pullen	(q) Thanks
(h) News	(r) Welkin

(a) ETHICS, METAPHYSICS, POLITICS, PHYSICS, &c. 'In Greek the science was denoted by a feminine adjective singular (to agree with *τεχνή*, art); and the treatises upon it by the neuter adjective plural. The treatises of Aristotle are so named. To apply this. A science of Greek origin might have its name drawn from two sources, viz. from the name of the art or science, or from the name of the books wherein it was treated. In the first case it had a singular form, as *physic*, *logic*. In the second place a plural form, as *metaphysics*, *mathematics*, *optics*,' &c.—*Latham*, vol. ii. p. 167, *English Language*.

(b) CHICKENS. *Latham* gives this as an instance of a double plural exhibiting the same formation as *ferns*; but this is very questionable, because though *en* is a plural suffix,

it is also a diminutive; as in *garden*; in which case *chicken* signifies a *little chick*, and this plural is formed quite regularly.

(c) CHILDREN. This is an instance of a double plural from *child-er-en*; *er* and *en* being plural suffixes; so *lumbren*. — *Wickliff*.

(l) FERNS. According to Wallis (to quote Latham) this is another instance of a double plural (*fer-en-es*) *fers* being the singular. This is doubtful, as the A.-S. form is *fearn*.

(e) SWINE (A.-S.) *Swin*, (Danish) *Swyn*. *Swine* is singular, also plural and collective.

'As a jewel of gold in a *swine's* snout.—*Prov.* xi. 22.

'And there was an herd of *many swine* feeding.'—*St. Luke* viii. 32.

(f) KINE. 'Kine is the plural we have adopted from *Cowen*. Analogy seems to point to *sow-en*, the plural of *sow*, as the origin of *swine*, by dropping the *o* in pronunciation.' — *Dr. Richardson*.

Referring to what has just been said about kine, we may add that there is a word *Kye*, used in Scotland for cows, with which it may also be connected.

(g) PULLEN (poultry). 'The *en* is no more a sign of a plural than *es* in riches. The proper form is *ain*, or *eyn*, *pullain*.'—*Latham*.

(h) 'NEWS is in respect to its original form plural: in respect to its meaning, either singular or plural, most frequently the former.'—*Latham*.

The same remark applies to—

(i) (k) (l) MEANS, PAINS, AMENDS. All were plurals originally, and now are used as singulars.

(m) RICHES is a true singular derived from the N.-French *richesse*. A plural, *richesses*, is however met with in Chaucer and Wickliff.

(n) ALMS is also a true singular, derived from the Greek *ἐλεημοσύνη*, or A.-Saxon *Ælmesse*, O. English *almesse* and *almes*. A plural *almesses* is met with in Chaucer.

(o) FOLK and FOLKS used indiscriminately; but the plural termination is superfluous, as the word *folk* implies plurality.

(p) *WAGES* now singular but formerly plural; hence the word *wage*. Its singular use is exemplified in the verse, 'The wages of sin is death.'

(q) *THANKS*. A singular to this did exist, as in the phrase, 'What thank have ye?'

(r) *WELKIN* is an adjective meaning *rolling*, used substantively to denote the sky; hence singular, and never plural.

18. In forming the plurals of Proper names we retain the spelling unchanged; as, *the three Marys*, unless they have become, through frequent usage, Class or Common names; as, *the Ptolemies*.

19. In Compound nouns the substantive part takes the plural suffix; as, *courts martial*, *Knights Templar*, *aides-de-camp*. So also we say the *Misses Thompson*.

20. National names compounded with *man* make the plural in *men*; as, *Frenchman*, *Frenchmen*. Exception, *Norman*.

21. The following words are not compounds of *man*, and therefore form their plurals by adding *s*: *German*,* *Mussulman*, *Brahman*, *Ottoman*, *Turcoman*, *Talisman*, *Caiman*, *Firman*.

§ 5. Gender.

1. **Definition.** GENDER is a grammatical form expressive of *class* or *sex*.

'Though gender is more applied to class than to sex, in *English the two are co-extensive*; and thus in Gender our language is more philosophic and effective than the classic languages.'

2. GENDER is of three kinds, masculine, feminine, neuter.

In English *gender* is determined by *sex* alone; the name of everything of the male sex is called masculine, the name of everything of the female sex is called feminine, and of neither sex, neuter.

3. In some grammars a fourfold division is given, viz. *masculine*, *feminine*, *neuter*, and *common*. Such words as *parent*, *child*, &c.

* The etymology of 'German' is much disputed. The most reasonable one seems to be (Celtic) 'gairmean' = 'one who cries out.'—Taylor, *Words and Places*, p. 65. At all events the word does not seem to be a compound of 'man.'

are given as instances of the last. This division is an instance of a logical fault, called 'cross division.' It is evident 'parent,' &c. must be either *masculine* or *feminine*, and therefore cannot represent another sort of gender.

4. GENDER of nouns is shown in three ways:—

- (i) By a prefix; as, *he-goat*, *she-goat*.
- (ii) By a suffix; as, *shepherd*, *shepherdess*.
- (iii) By a total change of word; as, *bull*, *cow*.

5. In A.—Saxon the syllable *ere*, now *er*, was a masc.—suffix. The male agent is shown by this termination or its variations, *ar*, *or*, *yer*; as, *beggar*, *sailor*, *lawyer*. The feminine suffix was *estre*, or *istre*, now *ster*; as, *spinster*.

6. In N.—French the feminine suffix was *ess*, derived from Lat. *ix*; as, *empress*.

7. 'All males are not of the masculine gender.' Gender in its general definition cannot be limited to sex.

- (i) In Latin the fem. termination *a* is found in many masculine words; as, *nauta*, *poeta*, &c.
- (ii) In French we have *une sentinelle*, a sentinel, *fem.*
- (iii) In English such words as *tapster*, *maltster*, &c. are *masc.*, though *ster* is a *feminine* suffix as above stated.

The cause of this was, that the operations indicated by the terms, *tapster*, *maltster*, &c., were formerly performed by women.

8. The termination *ster* is found in other combinations; as, *youngster*, *punster*, &c. Here this *fem.* suffix is employed as a *diminutive of depreciation*. On the other hand the *augmentative* suffix *ard* is used to denote the *masc.* gender in the words *wizard* and *mallard*.

9. As a rule the feminine is formed from the masc.; but, in the words *drake*, *widower*, *gander*, *bridegroom*, the reverse is the case.

- (a) DRAKE is an example of a Scandinavian masc. ending. The word is *Ant-rakko*; *ant*, meaning 'swimmer,' has been lost. *Duck*, chiefly used as feminine, is really the generic term, and therefore is, according to circumstances, of either gender.

(b) WIDOWER. The A.-S. was *widuwa* (masc.) and *widuwe* (fem.). In O. E. widow was applied to both sexes, and *er*, the common A.-S. masc. suffix was ultimately added to distinguish them.

(c) GANDER, from *gans* = a goose, is a similar example.

(d) BRIDEGROOM ought to be *bridegoom*; from A.-S. *gyman*, to attend.

10. To explain the following words: *lord, lady, man, woman, nephew, niece, heroine, vixen, sultana, girl, slut, seamstress*.

(a) LORD, either *hlaf-ord*, A.-S. = loaf-giver, or from *hlaf* = lofty, and *ord* = ortus, (Lat.) born; so lord = lofty born.

(b) LADY (*hlaf-d-ig*); *ig* means *add*; as if to say, 'add a raised condition.'

(c) NEPHEW. (Fr.) *neveu*, (Lat.) *nepos*.

(d) NIECE. (Lat.) *neptis*.

(e) MAN, a generic term, (A.-S.) *magan*, to be powerful.

(f) WOMAN = *wif-man*, i. e. 'the man that weaves.'

(g) HEROINE is an example of a fem. suffix form in many languages, Lat., Gr., German.

(h) VIXEN. A.-S. *fem. fixen*; (*fix* = a fox.)

(k) SULTANA, a Turkish feminine.

(l) GIRL, an abbreviation from *ceorlen, cirlen*, (A.-S.), a little *churl*; originally of either gender. It is now appropriated as a feminine.

(m) SLUT, etymologically the same as sloven, from *slow*. In Old English, of either gender, now used as a feminine.

(n) SEAMSTRESS, SONGSTRESS. Compound feminines, *seam-str-ess*, or *seam-ster-ess*. The A.-S. suffix *ster*, and N.-French *ess*, are here both combined.

11. The following words are feminine without any corresponding masculine form:—

Amazon	Milliner	Termagant
Brunette	Seamstress	Virago
Dowager	Shrew	Virgin
Jointress	Siren	

12. The *third way of showing gender of nouns is by a total change of word.* The following is a list of nouns that have a separate word for male and female:—

Masc.	Fem.	Masc.	Fem.	Masc.	Fem.	Masc.	Fem.
Bachelor	Maid	Dog	Bitch	King	Queen	Ram	Ewe
Beau	Belle	Drake	Duck	Lad	Lass	Sire	Dam
Boy	Girl	Earl	Countess	Lord	Lady	Sir	Madam
Bride-	Bride	Father	Mother	Male	Female	Sloven	Slut
groom		Gaffer	Gammer	Man	Woman	Son	Daughter
Brother	Sister	Gander	Goose	Master	Mistress	Stag	Hind
Buck	Doe	Gentle-	Lady	Milter	Spawner	Steer	Heifer
Boar	Sow	man		Monk	Nun	Swain	Nymph
Bull	Cow	Hart	Roe	Nephew	Niece	Uncle	Aunt
Cock	Hen	Horse	Mare	Papa	Mama	Wizard	Witch
Colt	Filly	Husband	Wife	Rake	Jilt	Youth	{ Damsel Maiden

13. We assign gender to the inanimate objects or qualities which nouns represent on three principles: (i) Ancient Mythology, or classic usage. (ii) A natural principle of Personification, which teaches us to group under the masculine things remarkable for *strength, courage, majesty, dignity, permanence, &c.*, and generally those which would range under *cause*, whilst the feminine gender embraces those which specify *gentleness, fruitfulness, beauty, weakness, change, volatility, inferiority*, and those which would come under '*effect*.' Thus *fire* in Lat. and French is *masc.*, but the '*flame*' proceeding from it *fem.*; '*water*' in both languages, *fem.*; '*ædificium*,' Lat. (generic term) *neuter*; '*ædes*'=temple for *worship*, *masc.* '*domus*'=habitation (*changeable*) *fem.*; so door, window, chair, &c., in Lat. and French, *fem.*; &c. &c. (iii) Cobbett notices a third principle. He tells us the country people speak of things closely identified with themselves as *she*; of things that pass from hand to hand as *he*. The shovel and prong are *masculine*, the scythe and plough, *feminine*.

§ 6. Case.

1. Definition. CASE is a grammatical form expressive of *relation*.

In English we have three cases, *Nominative, Possessive, Objective*; or, as the form for the nominative and objective is now always the same, it is sometimes said '*that we have two cases expressing three relations*;' as, *king, king* (nominative and objective), and *king's* (possessive).

2. In Latin, Gr., and A.-Saxon there were five or six cases: nominative, genitive, dative, accusative, vocative, ablative; and these terms are frequently used in English.

3. The explanation of such case-endings as remain to us will be better understood after an inspection of the following table of A.-S. declensions; the critical terminations, of which traces remain, being marked.

Anglo-Saxon Inflexions.

First Declension.

	Sing.			Plur.		
	Mas.	Fem.	Neu.	Mas.	Fem.	Neu.
Nom.	Steorra	Tunge	Eage	Steorran	Tungan	Eagan
Gen.	Steorran	Tungan	Eagan	Steorrana	Tungena	Eagena
Dat. & Abl.	Steorran	Tungan	Eagan	Steorrum	Tungum	Eagum
Acc.	Steorran	Tungan	Eage	Steorran	Tungan	Eagan

Second Declension.

	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.
Nom.	Word	Smith	Spræce	Word	Smithas	Spræca
Gen.	Wordes	Smithes	Spræces	Worda	Smitha	Spræca
Dat. & Abl.	Worde	Smithes	Spræce	Wordum	Smithum	Spræcum
Acc.	Word	Smith	Spræce	Word	Smithas	Spræca

Third Declension.

	Sing.			Plural.		
Nom.	Treow	Man	Gifu	Treowu	Menn	Gifa
Gen.	Treowes	Mannes	Gife	Treowa	Manna	Gifena
Dat. & Abl.	Treowe	Men	Gife	Treowum	Mannum	Gifum
Acc.	Treow	Man	Gife (-u)	Treowu	Menn	Gifa

4. THE GENITIVE (or POSSESSIVE RELATION).—It is evident that in A.-S. the commonest genitive suffix was *es*. In O. English this appears as *is*, and later as *'s*; as, '*the birdis nest*,' '*John's book*.'

The *'s* is also appended to plural nouns; as, *the children's bread*.

5. SINGULARS that end in *es*, *ss*, *x*, *us*, *ce*, and all plurals that end in *s*, form the genitive by the apostrophe only without the *s*; as, *for goodness' sake*, *for Jesus' sake*, *for conscience' sake*.

6. It was long supposed that the *'s* was an abbreviation of *his*; as, the king's horse = the king *his* horse, and many expressions countenance the idea. But this explanation was manifestly wrong, since *'s* was appended to feminine nouns and to plurals also.

7. '*His*, however, may have been inserted in A.-S. or O.-E. for a possessive in cases where the genitive of the noun did not end in *s*, as happened with many nouns of the first and third declensions.'—Angus's *Handbook*, *E. Tongue*.

8. This form of genitive appears in many adverbs which originally were genitives; as, *unawares*, *needs*, *eftsoons*, *once*, *twice*, *thrice*, *towards*, *backwards*. So also the pronoun forms, *hence*, *thence*, *whence*.

9. Another genitive ending was in *an*, *n*, *ena* (pl.). Hence, words like *mine*, *thine*, *wooden*, *oaken*, and generally *en*, the adjective suffix which has the force *made of*.

10. The A.-S. form of the genitive or possessive was, as we have seen, in *es*, subsequently *'s*. The substitution of the preposition *of* for the case-ending arose from Norman-French.

(i) The genitive in *'s* is Saxon and possessive, limited to animate and personified objects; as, *Cæsar's head*.

(ii) The genitive with *of* is Norman-French, and is called the *partitive genitive*; as, *a quart of plums*; or signifies *quality*, as, *a man of courage*; or signifies *the material* of which something is made, as, *a table of wood*.

11. THE DATIVE (RECEPTIVE or LOCATIVE RELATION). The common A.-S. dative was in *m*, *um* (pl.), and in *re* for adjectives. Hence, forms like *seldom*, *whilom*, *here*, *there*, &c.

12. THE ACCUSATIVE (OBJECTIVE RELATION) in A.-S. often ended in *n*, whence such forms as *twain*, *then*.

☞ The accusative is sometimes called the *direct object*, and the dative the *indirect object*.

13. THE ABLATIVE (INSTRUMENTAL, CAUSAL, or MODAL RELATION) in A.-S. sometimes ended in *y* or *e*; hence *why* and *the*, which is an *ablative* in the phrase *the more the merrier*.

☞ The *dative* and *ablative forms* in A.-S. were distinguished by the final *e* from other cases; hence, the frequent addition of *e* in O. English. Much of the old spelling is explained by this fact.—Angus's *Handbook of the English Tongue*, p. 152.

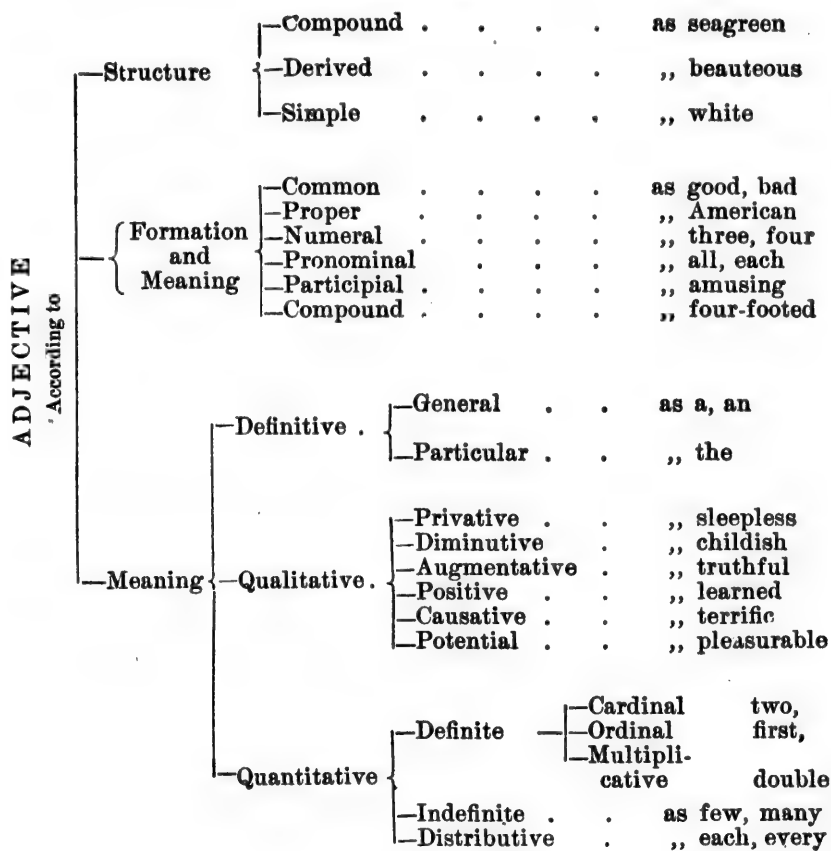
CHAPTER IV.

THE ADJECTIVE.

§ 1.

1. **Definition.** An ADJECTIVE is a word *added* to a noun to qualify it.

2. CLASSIFICATION.



§ 2. Adjective according to Meaning.

1. ADJECTIVES which distinguish a *class*, or a *noun from its class*, are called *definitive*.

These adjectives are of two kinds; *general* and *particular*.

2. The *general definitive* or *distinctive adjective* is *a* or *an*, and the *particular distinctive adjective* is *the*.

3. These words, owing to the *frequency of their use* and *strongly inseparable character*, have been differently classed, and called ARTICLES, the former, *indefinite*; the latter, *definite*.

4. ARTICLE from *articulus* a joint—'a small part or portion of the entire limb;' hence metaphorically, a *small*, but *critical* part of the *entire signification*. Since these adjectives *limit the significations* of nouns, we shall not be wrong in defining them according to our classification as '*definitive or distinctive adjectives*.'

5. Upon no subject has there been so much difference of opinion as the nature and classification of these two small words. By some grammarians they are regarded as *adjectives*; by others as *pronouns*; by others again as forming a distinct class of themselves. The question seems to be easily settled by reference to the *definitions of an adjective* and of a *pronoun*.

(i) *An adjective is a word added to a noun, &c.*

(ii) *A pronoun is a word used instead of a noun.*

It is the *characteristic* of the latter that *it can be used by itself*. Therefore, in the case of these words, *a* and *the*, it is evident that as they can *never be used instead of others*, but, on the contrary, *must always be added to others*; they are *adjectives* and not *pronouns*. In this respect they differ completely from *any*, *this*, *that*, with which they are sometimes erroneously classed.

6. The *logical force* of these articles is this: *A* or *An* (= one) indicates a *common noun*. The reduces the '*common*' noun to a '*singular*.'

7. *An* is used before vowels and silent *h*; as, *an apple*, *an ugly tree*, *an heir*.

8. The words in the following list, though beginning with vowels, require *a* before them :

union	unity	usage	usurious	yell
uniform	universe	usual	yacht	yellow
unicorn	universal	usurper	yard	yoke
unison	use	usurping	yawn	youth
unit	useful	usurer	year	youthful

9. The following words beginning with an *h* aspirate, but having the accent on the second syllable, require the article *an* before them :

habítual	herbáceous	hexágonal	hostility
haráingue	heréditary	histórian	hypócrisy
harmónio	herétical	histórical	hypóthesis
• harmónious	heróic	horizon	hystérical
heráldic	hexámeter.		

N. B.—*It will be noticed that the substantives belonging to these adjectives take 'a' before them.*

10. *The* applies to either number; *a*, to the singular number only, except when it gives a *collective* meaning to an expression consisting of an adjective and plural noun; as, *a few days, a hundred pounds.*

Prefixed to adjectives, *the* marks a class; as, *the righteous, the wicked.*

11. In phrases like *three times a year*, '*a*' = *each, every*, and is *distributive*.

12. Sometimes *a* means *any*; as, '*If a man keep my saying,*' i. e. '*any man.*'

13. ADJECTIVES which mark the peculiarities of a thing by a reference to its *qualities*, or *supposed qualities*, are called QUALITATIVE.

14. *Qualitative adjectives* are of six kinds—*positive* and *privative*, which signify the *possession of*, or *absence of*, a quality; *diminutive* and *augmentative*, which *weaken* or *intensify* the meaning; *causative* and *potential*, which impart or excite a quality.

15. ADJECTIVES which distinguish things according to their number are called **QUANTITATIVE**.

16. *Quantitative adjectives* are of three kinds—*definite*, as *ten*; *indefinite*, as *few*; and *distributive*, as *each*, *every*.

17. **DEFINITE NUMERAL ADJECTIVES** are divided into three classes—(i) *Cardinal*, (ii) *Ordinal*, (iii) *Multiplicative*.

(i) A **CARDINAL** numeral shows the number of things taken; as *ten*, *twenty*, &c.

(ii) An **ORDINAL** numeral shows in what order they are taken; as, *first*, *fourth*, &c.

(iii) A **MULTIPLICATIVE** numeral shows how many times one thing exceeds another; as, *single*, *double*, *treble*, &c., *twofold*, *threefold*, &c.

For derivation and explanation of these numerals, vide *Etym. Deriv.* chap. I. § 2, 6.

18. The following nouns are employed as *collective numerals*: *pair*, *brace*, *couple*, *gross*, *dozen*, *score*, *stone*, &c.

19. The compounds of one are, *only* = one-like; *atone*, i.e. to be at-one; *alone* = all one; *none* = no-one.

☞ Distinguish between 'one' the noun (*homo*) and 'one' the adjective (*an*).

20. **INDEFINITE NUMERAL ADJECTIVES** are such as, *all*, *few*, *many*, *certain*, *divers*, *several*, &c.

21. **DISTRIBUTIVE ADJECTIVES** denote objects one, two, or more taken separately; as, *each*, *every*, &c.

§ 3. Adjectives according to Formation and Meaning.

1. Possibly this classification is more grammatical, though *less logical*: according to it we divide adjectives into six classes, which are thus briefly explained.

(i) A **COMMON ADJECTIVE** is any ordinary epithet or adjective denoting quality or situation; as, *good*, *bad*.

- (ii) A PROPER ADJECTIVE is an adjective formed from a proper noun: as, *English, American*.
- (iii) A NUMERAL ADJECTIVE is an adjective that expresses a definite number; as, *one, two, three*.
- (iv) A PRONOMINAL ADJECTIVE is one that may either accompany its noun, or represent it understood; as, *all*.
- (v) A PARTICIPIAL ADJECTIVE is a participle used as an adjective, i. e. without the notion of time; as, *amusing, dying*.
- (vi) A COMPOUND ADJECTIVE is one that consists of two or more words joined together; as, *surefooted*.

☞ This classification will be found very useful in parsing.

§ 4. Adjectives according to Structure.

1. Like nouns, adjectives are either *simple, derived, or compound*.
2. SIMPLE ADJECTIVES are A.-Saxon.
3. DERIVED ADJECTIVES may be divided into *strong and weak, or primary and secondary*.
4. *Primary derivatives* are A.-Saxon. They are derived from verbs and nouns; as, *wit, wise; pride, proud; fill, full*.
5. *Secondary derivatives* are derived from verbs, nouns, adjectives, either Saxon or Latin or Greek, by the addition of various prefixes and suffixes derived from these languages, for which see *Etym. Deriv.* chap. I. § 2.
6. COMPOUND ADJECTIVES are formed by combining—
 - (i) *Nouns* with *adjectives, imperfect participles, and perfect participles*; as, *sea-green, heart-breaking, moth-eaten*.
 - (ii) *Adverbs* with *participles, perfect and imperfect*; as, *well-favoured, ill-looking*.
 - (iii) *By adding a suffix, as 'ed,' to some of these compounds*; as, *grey-headed, long-legged*.

7. In *compound ordinal numerals* the last only assumes the *ordinal* form; as, *twenty-third, one-hundred and ninety-fifth, &c.*

For derivation, composition, and explanation of the numerals, vide *Etym. Deriv.* chap. I. § 2, 6.

§ 5. Comparison.

1. THE ACCIDENTS OF AN ADJECTIVE are *Number, Gender, Case,* and *Comparison.*

2. The English adjective does not exhibit, by inflexional changes, the accidents of *Gender, Number, Case*, which it has in common with the noun which it qualifies, and with which it is said to agree.

3. *The only striking peculiarity* of the *English adjective*, as compared with the same part of speech in other languages, is its *invariability*, or its want of *distinct forms for different cases, genders, and numbers.* The *irreconcilability* of the *Norman and Saxon modes of inflecting adjectives* compelled the English to discard them both; but the *Saxon endings of number* were not given up till the fifteenth century, and some of them held out longer. Hooker uses *my deare* for *my dears*, where a modern preacher would have said *my dear hearers.*—Marsh's *Lectures on Eng. Lang.*

4. **Definition.** *Comparison of adjectives and adverbs* means a *variation* in them to *express quality in different degrees.*

5. There are *three degrees of comparison: the positive, the comparative, and the superlative.*

(i) THE POSITIVE DEGREE. An adjective is said to be in the *positive degree* when it is in its simple state; as, *white, fierce, hard, &c.*

(ii) THE COMPARATIVE DEGREE. An adjective is said to be in the *comparative degree* when, on comparing two objects or classes, it expresses relatively an increase or diminution of the quality; as, *higher, fiercer, lower, more hard, less feeble.*

(iii) THE SUPERLATIVE DEGREE. An adjective is said to be in the *superlative degree* when, on comparing more than two objects or classes, it expresses relatively the *limit*

of the increase or diminution of the quality; as, *highest, fiercest, lowest, most wise, least plentiful.*

These definitions of the *comparative* and *superlative* are not so short as those which obtain generally in grammars. There is a serious fault in some of these definitions. To define a *comparative* by a *comparative*, or a *superlative* by a *superlative*, is simply *illogical*.

6. ADJECTIVES of more than *one syllable* form their comparisons by the adverbs *more, most, less, least*; as, *more virtuous, most virtuous, less joyous, least joyous.*

7. ADJECTIVES of *one syllable* and *dissyllables in y* form their comparisons by adding to the positive *er* for the comparative, and *est* for the superlative; as, *grand, grander, grandest.* They may also form their comparisons by *more, most, less, least.*

8. In the variation of adjectives *final consonants are doubled, final e is omitted, and y is changed to i*; as, *hot, hotter, hottest; wide, wider, widest; happy, happier, happiest.*

9. The following adjectives, though dissyllables, may form their *comparatives* and *superlatives* by adding *er, est*, to the positive:—

pleasant	tender	able	noble
handsome	clever	humble	idle
bitter	honest	gentle	simple
slender	proper	nimble	subtle

10. The comparative suffix *er* signifies *duality*. *Superlatives* have two forms; one in *ema*, the other in *est*. The former is found only in such words *fore-m-ost, hind-m-ost*. The latter was in A.—S. *est* for adjectives, and *ost* for adverbs.

11. Comparatives and superlatives which are formed by *less, least*, are sometimes called *comparatives* and *superlatives* of diminution or negation.

12. Adjectives *indicating qualities* which admit of *no variation*, admit of *no comparison*. Such adjectives are:—

- (i) *Definitive adjectives*; as, *a, the.*
- (ii) *Adjectives* formed from names of *figures, materials, time, person, place*; as, *circular, wooden, Asiatic.*

(iii) *Adjectives* which express an *extreme limit*; as, *eternal*, *supreme*, &c.

13. The following are *irregular*, and some of them *obsolete*:—

Vide *Etym. Deriv.* chap. I. § 2, 5.

<i>Pos.</i>	<i>Com.</i>	<i>Superl.</i>
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Much, Many	More	Most
Nigh, Near	Nearer	Nearest, next
Fore	For-m-er	Foremost, First
Far	Farther	Farthest
Forth	Further	Furthest
Late	Later, Latter	Latest, Last
Old [Eld-age]	Older, Elder	Oldest, Eldest
Out	Outer, Utter	Outermost, Utmost
[Rathe]	Rather	[Rathest]
Chief	————	Chiefest

14. The *comparative* is followed by *than* which is called a sign of the comparative degree. By this test we find that many words, which are comparatives in Latin, &c., such as *senior*, *junior*, *superior*, *inferior*, &c., are not comparatives in the same sense in English. Among such words may be classed also the words *elder*, *former*, *latter*, *hinder*, *upper*, *under*, *inner*, *outer*, &c.

15. Forms like *inmost*, *uppermost*, are doubly superlative.

16. With reference to the *irregular* forms given above we may make the following remarks:—

(i) (*WORSE*, *LESS*.) The fact of these comparatives being the only two ending in *es* or *se* has given us the double comparative form *lesser*. It is not unusual to meet with the word *worser* among the lower class, and we find it occasionally in old authors: as, 'Our *worser* thoughts Heaven mend.' *Shakspeare*.

(ii) *LITTLE* is a diminutive form.

- (iii) FARTHER, FURTHER. *Far* means distant, and we use *farther* when speaking of the relative position of bodies; as, 'The sun is farther from the earth than the moon.' *Further* is the comparative of *forth*, from *foris*, out of, or *beyond*. It is used when *motion is implied*; as, 'He threw the ball further (*i.e.* more beyond) than you.'

☞ The *th* in *farther* is an instance of *Epenthesis*, which inserts a letter or syllable in the middle of a word; in this instance, to prevent the collision of two *r*'s, as, *farrer*.

- (iv) MUCH applies to *quality*, as well as to *quantity*. MANY to quantity only.

- (v) FEW, MANY. Few is used with a plural noun, and yet admits before it the indefinite article.

Few = but few, if any.

A few = some, though not many.

MANY is said by some to be a substantive in its origin, from (N.-Fr.) *mesnie*, a multitude. Hence we say *a great many*,* *i.e.* *a great multitude*. So also *many a man*, *q.d.* *many of men*. Others take it from A.-S. *manig*, a diminutive joined to a plural noun, and (with *a* intervening), to a singular one, *as* above. Though the latter derivation seems *more correct*, it leaves us without any explanation of this *singular* use of the word.*

- (vi) LATER, *latest*, refer to time. *Latter*, *last*, refer to place.
- (vii) ELDER applies to persons; *older* to objects, animate and inanimate.
- (viii) The word CHIEF, which denotes *head* or *first*, cannot strictly have a superlative; we find *chiefest*, however, in St. Mark x. 44, in Milton, and elsewhere.

For complete explanation, derivation, &c. of these words, vide *Etym. Deriv.* chap. I. § 2, 5.

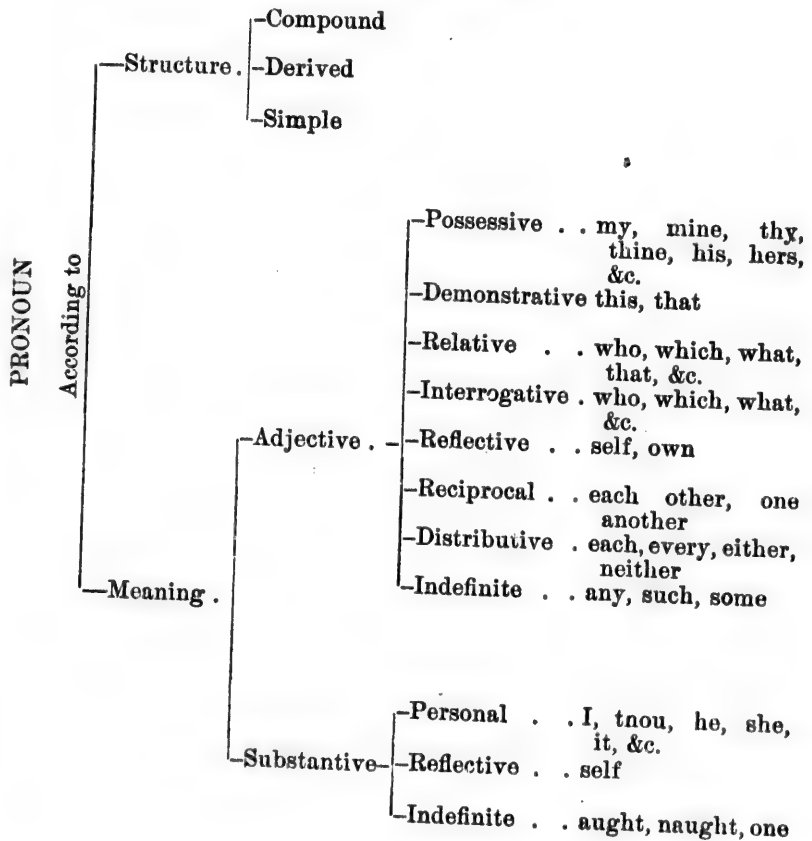
* See Syntax, chap. VII. § 5, *Many*.

CHAPTER V.

§ 1. PRONOUN.

1. **Definition.** A PRONOUN is a word used instead of a noun.

2. CLASSIFICATION.



§ 2. Pronoun according to Meaning.

1. PRONOUNS according to *meaning* are divided into *pronouns substantive* and *pronouns adjective*.

2. PRONOUN SUBSTANTIVES are used instead of nouns, and are of three kinds—(i) *Personal*, (ii) *Reflective*, (iii) *Indefinite*.

(i) PERSONAL pronouns are simple substitutes for the names of *persons* and *things*.

The PERSONAL pronouns are *I, thou, he, she, it*, and their plurals.

(ii) When the thing or person spoken of is the same as the thing or person denoted by the noun or pronoun, the *pronoun is called REFLECTIVE*.

The REFLECTIVE pronoun is *self*, *originally an adjective*, but used sometimes as a noun, meaning *person* or *individuality*.

(iii) AN INDEFINITE pronoun represents a noun without specifying any individual. The indefinite pronouns are *one, aught, naught*.

3. PRONOUNS ADJECTIVE are so called because, though all of them can be used without a noun, they yet have the qualifying force of *adjectives*.

4. Under PRONOUNS ADJECTIVE we enumerate *eight classes*—(i) *Possessive*, (ii) *Demonstrative*, (iii) *Relative*, (iv) *Interrogative*, (v) *Reflective*, (vi) *Reciprocal*, (vii) *Distributive*, (viii) *Indefinite*.

(i) POSSESSIVE pronouns are substitutes for the *possessive cases* of the *personal pronouns*. The *possessive pronouns* are *my, mine; thy, thine; his, hers, its; our, ours; your, yours; their, theirs*.

(ii) DEMONSTRATIVE pronouns are used to point out the object to which they refer.

The *demonstrative pronouns* are *this, that; plural, these, those*.

- (iii) **RELATIVE** pronouns are those which, in addition to being *substitutes for the names of persons or things*, refer to something which has gone before in the sentence, and so connect the parts of the sentence together.

The word referred to is called the *antecedent*.

The **RELATIVE PRONOUNS** are *who*, *which*, *what*, and *that*.

Besides these, the particles *but* and *as* are sometimes employed as *relatives*.

- (iv) **INTERROGATIVE** pronouns are those used in asking questions. They are *who*, *which*, *what*, and *whether*.

☞ The last is obsolete as an *adjective*, and nearly so as an *interrogative*.

- (v) **REFLECTIVE** pronouns adjective are *self* and *own*.

For an explanation of these pronouns see below.

- (vi) **RECIPROCAL** pronouns, which express mutual feeling and action are *each other*, *one another*.

- (vii) **A DISTRIBUTIVE** pronoun represents a noun, and at the same time more than one individual of the class. Such pronouns are *each*, *every*, *either*, *neither*.

- (viii) The **INDEFINITE** pronouns adjective are *any*, *other*, *some*.

5. Having thus explained and defined these various classes we proceed to make some observations on those that especially call for it.

- (i) *Reflectives*, 'self' and 'own.'

- (ii) *Relatives*.

- (iii) *Reciprocal pronouns*.

1. **SELF.** (a) The anomalies of the construction of self have given rise to much difference of opinion. According to some, *self* is a *substantive*, and means *person*, or *individuality*. In the nom. *myself* means *mea* or *mei persona*, and the construction is that of an *adjective* or *genitive* preceding a noun. *He himself*, *They themselves*, can only be accounted for by supposing *m euphonic*, to avoid the repetition of *ss* in *hissself*: a word sometimes met with in vulgar use. In the oblique cases, *himself*, *themselves*, are instances of nouns *him*, *them*, in apposition with 'selves.'

(b) This is Latham's explanation of the anomaly. It does not seem to be correct. In the first place in A.-S. *sylf*, or self, is an *adjective* and *not a noun*, like *αὐτός* in Greek and *même* in French. In the next place, whilst it is usually added to the personal pronoun in the same case and gender; as, *ic sylf*, 'I (my)self,' the *dative of the personal pronoun is also sometimes prefixed*; as, *ic com me sylf*, 'I myself came;' *himsylf* *paer getêhte*, 'himself there taught.'

(c) From this it appears that *he himself* is perfectly correct, and a *construction bequeathed to us* from A.-Saxon. It is far more reasonable to suppose with the evidence before us, that the true construction is *meself*, *theeself*, and not *myself*, *thyself*. We meet with an analogous construction in French—*c'est moi-même*.

(d) The conclusion to which we must come is this: that as *myself*, *thyself*, &c. are established in the language, *self* must be regarded in such cases as a *noun*. In *himself*, &c. we have the *true original construction*, where *self* is an *adjective* and *him* a *dative* governed by it.

2. OWN is an adjective, and is used with the *genitive* or *possessive* case, his, my, &c. *Self* is used with both the *genitive* and *objective* cases.

(i) RELATIVES.

(a) WHO is a *definitive relative* used when the antecedent is a *rational being*, or *personified agent*.

(b) WHICH is an *indefinite relative* used for *animate* beings and *inanimate* objects; as, 'Our Father, which art,' &c. The common supposition that *which* is the neuter of *who* (which is an error) has now caused its relation to be restricted to neuter objects.

(c) WHAT is the neuter of *who*, and refers to inanimate objects. It is sometimes called a *compound relative*, because it = *that which*.

(d) THAT, really a *demonstrative*, is used as a general relative

for any kind of antecedent, but especially when the antecedent is indefinite or a class; as, *the cities that escaped destruction; the nations that were civilised.*

(e)* BUT is used as a *relative* when it follows a *negative*. Its force is then = who + not; as, *there was no one but saw him*, i. e. 'who did not see him.'

(f) 'As' is used as a *relative* after *such, so much, same*. These words are sometimes called '*correlatives*' from the fact of their inseparability.

(g) The compound relatives are *whoever, whosoever, &c.*

(ii) RECIPROCAL PRONOUNS.


EACH OTHER refers to two; ONE ANOTHER to more than two. In the sentence, 'They liked one another,' *one* is the *nominative* in opposition to the pronoun *one—the other*. In the sentences, 'They liked each other,' 'They were kind to each other,' we should interpret strictly in accordance with Grammar, 'They *each* liked *the other*,' 'They were kind *each* to *the other*.'

§ 3. Pronouns according to Structure.

1. Pronouns are divided according to *structure* into (i) *Simple*, (ii) *Derived*, (iii) *Compound*.

2. All are of Saxon origin except *one*, the derivative of *on*, *homme, homo*.

3. The *primitive* or *simple* pronouns are *I, me; we, us; thou; ye, you; he, she, it, they; who; self*.

 *He, she, it, they*, were not originally *personal pronouns*, but *demonstratives*, like *hic* and *ille* in Latin.

4. The *derived* pronouns are,

Thou	objective form from			Thou
Him	dative	"	"	He
Her	fem. dative	"	A.-S.	Heo
Them	dative	"	"	That
My	possessive case	"	"	Me

Thy	possessive case from	Thou
Mine, thine	possessive forms	My and thy
Our, <i>i. e.</i> we-er	" "	We
Your	" "	You
Their	" "	They
Hers	" "	Her
His	" "	His, he
Ours, yours, theirs	" "	Our, your, their
Its (about 1640)	" "	It
Whom, whose	objective and possessive forms	Who
What	neuter form	Who
Which = who-like		
Such = so-like		
Each = one-like		

5. *Compound pronouns* are formed by combinations of the *personal*, possessive, and relative pronouns with *self*, *own*, and *ever*.

6. The following adverbs are derived from the pronouns *He*, *The*, *Who* :—

Table of Pronominal Adverbs.

Pron.	Gen. Form	Dat. Form	Acc. Form	Abl. Form	Comp. Form
<i>He</i>	Hence	Here	—	How	Hither
<i>The</i>	Thence	There	{ Then Than	Thus	Thither
<i>Who</i>	Whence	Where	When	Why	Whither

§ 4. Accidents.

1. The ACCIDENTS of a pronoun are *Number*, *Gender*, *Person*, *Case*.

Definition. PERSON is a grammatical form expressive of *distinctive relation*, i. e. distinguishes the speaker, the hearer, and person or thing spoken of.

These are called respectively the *first*, *second*, and *third persons*.

2. The pronoun of the third person has in the singular three genders, but in the plural we have only one set of forms for all genders.

3. The following is a complete declension of the personal pronouns.

DECLENSION OF PRONOUNS.

			2nd Person.		3rd Person	
1st Person.			Simple	Emphatic and Reflexive	Simple	Emphatic and Reflexive
Nom. Gen. Object.	I	myself	thou	thyself	he, she, it	{him her it} self
	of me {mine my	my own { of myself }	of thee {thine thy	thy own { of thyself }	{of him, her, it his, its hers	{his her its} own
	me	myself	thee	thyself	him, her, it	{him her it} self
PLURAL						
Nom. Gen. Object.	we	ourselves	ye and you	yourselves	they	themselves
	of us, {our ours	our own { of ourselves }	of you {your yours	your own { of yourselves }	{their of them theirs	of themselves their own themselves
	us	ourselves	ye and you	yourselves	them	themselves

Angus, *Handbook of the English Tongue*, 213.

Vide *Etym. Deriv.* chap. I. § 3.

Observations.

1. I, ME. *Me* has nothing to do with *I*. It has been regarded as an independent *nom. form*. Hence the phrase, *It is me*, is less unexceptionable than *it is him*; for while there may be doubt about *me*, there is none about *him*, which is an objective case. Compare however the French idiom *c'est moi*, which is similar, and seems to warrant the use of the dative. In the verbs *methinks*, *me-seems*, *melists*, *me* is a dative form.

2. MY, MINE, THY, THINE. *MY*, *THY* are used when the noun is expressed and with *it*. *Mine* and *thine* are used as *predicates*, or when the noun is understood, or when it begins with a vowel or *h* mute; as, 'This book is mine,' 'Hast thou found me, O mine enemy?'

3. THOU, YOU, YE. *THOU* is generally expressive of *familiarity* or *contempt*, except in *addressing God*. *You* was first used as a singular in the 13th century. Old English writers treated *ye* as a *nominative* and *you* as an *accusative*; as, 'I know you not, whence ye are.'

4. THEIR, YOUR, are generally used as *Possessive Pronouns*. Sometimes they express *origin*, the true meaning of the *genitive*; as, *their terror* (1 Pet. iii. 16), *your rejoicing* (1 Cor. xv. 31).

5. ITS is a word of recent introduction (about 1640) after the completion of the *authorised version* of the Scriptures, in which it is not found once,* and where *his* did duty for it; as, 'If the salt have lost his savour;' 'the fruit tree yielding fruit after his kind.'

6. ONE derived from Fr. *on* (Lat. *homo*), is an indefinite pronoun corresponding to the German *man*, French *on*; *men*, *people*, *they*, are used in this general indefinite sense.

7. ANY (*un-ig*=add one) means any single one, an indefinite pronoun.

8. AUGHT, NAUGHT. These indefinite pronouns are compounded of *a-whit*=a bit, and *no-whit*=no bit.

9. OTHER, properly an A.-S. form for *second*, means 'one of two.'

* It does occur in Levit. xxv. 5, but this is said to be due to the correction of some modern printer.

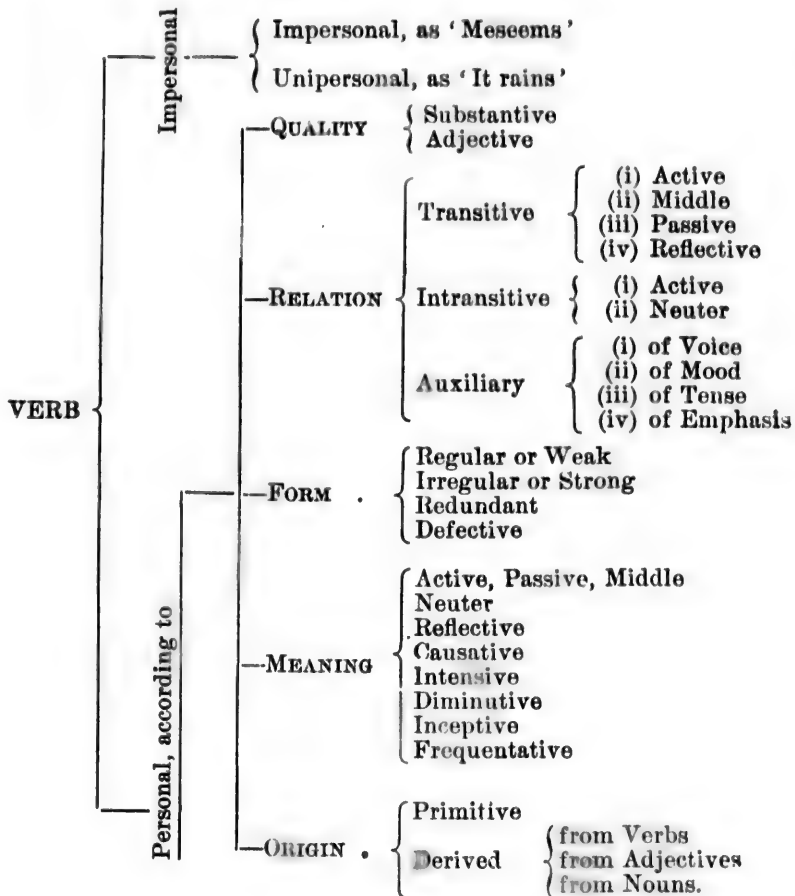
CHAPTER VI.

THE VERB.

§ 1.

1. **Definition.** A VERB is the *principal or asserting word* in a sentence.

2. CLASSIFICATION.



§ 2. Explanation of the Classification.

1. Verbs are either *Personal* or *Impersonal*.

2. IMPERSONAL VERBS are of two kinds, (i) *Impersonal*, which have no clear source of action expressed (the subject of which is, however, the sentence after the verb). (ii) *Unipersonal*; as, 'It rains,' where *It* represents the *source of the action*.

3. PERSONAL VERBS are divided variously:—

- (i) According to *Quality*.
- (ii) According to *Relation*.
- (iii) According to *Form*.
- (iv) According to *Meaning*.
- (v) According to *Origin*.

The Impersonal Verbs are three:—*Methinks*, *Meseems*, *Melists*.

4. The *Quality* of a verb is the nature of its assertion. If verbs assert what things are, they are called *verbs substantive*; if they assert their *qualities*—*verbs adjective*.

5. By *Relation* is meant the *syntactical connection* with other words. According to *relation* verbs are

- (i) TRANSITIVE, which pass the action on to an object; as, 'He struck the dog.'
- (ii) INTRANSITIVE, which do *not* pass the action on to an object; as, 'He ran.'
- (ii) AUXILIARY, which assist to form the voices, moods, and tenses of other verbs; as, 'I *have* written.'

6. By *Form* is meant the mode by which the chief parts of the verb are derived. A *regular* verb is one that forms its past tense by adding *d* or *ed* to the present; as, *love*, *loved*; *call*, *called*.

7. An *Irregular Verb* is one that has the same form for both present and past tense, or forms the latter from the former by a radical change; as, *burst*, *burst*; *smite*, *smote*.

8. The former class are usually called *Weak Verbs*; the latter *Strong Verbs*.

9. *Weak Verbs* fall into three classes:—

- (i) Those which form their preterites by the simple addition of *—d*, *—t*, or *ed*; as, *serve, served, expel, expelled*.
- (ii) In the second class, besides the addition of *—t* or *—d*, the vowel is *shortened*; as, *leave, left; dream, dreamt*.

To this class belong the greater part of the *weak verbs* and all *verbs of foreign origin*.

- (iii) In the third class the vowel is *changed*; as, *tell, told; sell, sold*. To this class belong the remarkable preterites of the verbs *seek, beseech, catch, teach, bring, think, and buy*.

10. The *Strong Verbs* have been arranged in twelve classes, which may however be reduced to three.

- (i) Those which have *one form* to express the *Present, Past tense* and *Perfect Participle*; as, *burst, burst, burst*.
- (ii) Those which have *two forms* to express these three parts; as, *abide, abode, abode*.
- (iii) Those which have *three forms* to express these three parts; as, *arise, arose, arisen*.

For a complete list of *Strong Verbs*, vide APP. I.

11. REDUNDANT VERBS are those which have *more than one form* for the *past tense*, or *perfect participle*, or both; as, *clothe, clad, or clothed*.

For a complete list of these Verbs, vide APP. II.

12. DEFECTIVE VERBS are used only in some tenses or moods. The defective verbs are

Beware	May	Ought	Will	Wit
Can	Must	Shall	Wis	Quoth

13. According to *Meaning* verbs are

- (i) *Active*, and express a state of doing.
- (ii) *Passive*, " " suffering.
- (iii) *Verbs* which express *neither the act of agent* nor the *suffering of an object*, are said to be in the *Middle voice*; as 'It tastes sweet.'

☞ The *middle voice* is however restricted to those verbs which have both an *active* and *passive* voice.

(iv) **NEUTER VERBS** are those which are *neither active nor passive*. Some divide them into *intransitive verbs-inactive*; as, *to sleep*; *intransitive verbs-active*; as, *to fly, to run*; and *inceptives*, implying a *change of state*; as, *she wakes*. The verb '*To be*' is really the only neuter verb.

(v) **REFLECTIVE VERBS** are those which have the *same person* for subject and object; as, '*He has shot himself*.'

This reflective meaning is shown by the use of the personal pronouns single, or combined with self; as, '*Sit thee down*;' '*He turned himself*.'

The prefix '*be*' is sometimes used to give *reflective power*; as, '*Behave yourself*.'

(vi) **CAUSATIVE VERBS** denote the *action* or *situation* as being *caused* or *effected* in an object. Causative verbs are:—

- (a) Those derived from corresponding strong verbs; as,
- | | | | | |
|-----------------------|------|---|---|-------|
| Fell=to make to fall | from | . | . | Fall. |
| Set=to make to sit | " | . | . | Sit. |
| Lay, i.e. make to lie | " | . | . | Lie. |
| &c. | &c. | | | &c. |

(b) Those derived from *nouns* and *adjectives* by the prefix or suffix *en*; as *enslave, whiten*.

The verbs *enlighten, enliven, enripen, enstrengthen, endarken, engladden*, have both.

(c) Some verbs that end in *er, se, ish, y*; as, *linger, cleanse, burnish, weary*.

(d) Verbs of *classical origin* which end in *ate, fy, ite, and ize*; as, *facilitate, terrify, expedite, tranquillize*.

(vii) **INTENSIVE VERBS** strengthen the meaning. .

(a) They terminate in *ster*; as, *bluster*.

(b) They are derived from other verbs by strong vowel or terminal changes; as, *chip, chop*; *rest, roost*; *dip, dive*, &c.

☞ As a rule, in such cases, the *fuller* the sound the *stronger* the meaning.

- (viii) DIMINUTIVE VERBS lessen or weaken the signification; as, *glimmer*.

For these verbs, vide *Etym. Deriv. Chap. I. § 4, 3.*

- (ix) FREQUENTATIVE VERBS express the repetition of an action. Some such verbs end in *er*; as, *clamber*, and *ate* (classical); as, *agitate*.

☞ Such idioms as *to keep saying*, are equivalent to these verbs.

- (x) INCEPTIVE VERBS express the commencement of an action, or a change of state. Those of classical origin end in *esce*; as, *effervesce*.

13. According to *origin* verbs are

(i) *Primitive*.

(ii) *Derived*.

(i) PRIMITIVE VERBS are chiefly Saxon, monosyllabic, and strong.

(ii) DERIVED VERBS are all weak. They may be divided into four classes:

(a) Verbs derived from *strong verbs*; as, *drench*, from *drink*.

(b) Verbs derived from *nouns and adjectives*, by prefix or suffix *en*; as, *enslave*, *soften*.

(c) Verbs derived from *nouns and adjectives*, by change of accent; as, *áccent*, *accént*; *fréquent*, *frequent*; or from

(d) *Nouns by change of quantity*; as, *ŭse*, *ŭse*; *clôth*, *clôthe*.

Classes (a) (b) have been shown above to be *causative*.

§ 3. Conjugation.

1. **Definition.** The CONJUGATION of a verb is a connected view of its inflexions.

2. In English we have *two* conjugations:—

- (i) *Of the weak or regular verb.*
- (ii) *Of the strong or irregular verb.*

3. The ACCIDENTS of a verb are *Voice, Mood, Tense, Person, and Number.*

4. In English we have *no real form* for the *Passive Voice*. '*Passives* have grown out of *Reflectives*; and, as we have *no special form* for *reflectives*, so we have *no special form* for *passives*.'—Adams' *Eng. Lang.* Instead, we use tenses compounded of the perfect participle and the verb 'To be.'

5. Some compound tenses are formed by the various parts of the verb *To have*, others by the aid of the verb *To be*. The simple principle for this seems to be—*Have* is used when the action concerns the *object* with which the *participle ought to agree*; hence the verb must be transitive; as, 'I have written the letter' ('*Habeo epistolam scriptam*'). *Be* is used when the action concerns the *subject*; hence it will be used to form the compound tenses of *intransitive, reflective, and passive* verbs; as, 'He *is* come,' 'He *is* arrived.'

6. Nevertheless, convention has established the forms—'He *has* come,' 'He *has* arrived.' Without inquiring how far these are right or wrong, we must discriminate between the expressions by saying that in the phrases—'He *is* come,' 'He *is* arrived,' we refer to the subject of the verb; in the phrases—'He *has* come,' 'He *has* arrived,' to the fact of his coming, or of his arrival.

7. The MOODS, which grammatically express the manner of an action, are four: *Indicative, Imperative, Subjunctive, and Infinitive.*

- (i) The *Indicative* mood asserts absolutely.
- (ii) The *Imperative* mood commands, enjoins, exhorts, entreats.

(iii) The *Subjunctive* mood expresses contingency, futurity, and generally dependence upon some previous verb.

(iv) The *Infinitive* mood (or Indefinite mood) expresses the act without reference to time or agent.

8. **Definition.** TENSE is a grammatical form expressive of the time of an action.

9. The Tenses are three: *Present*, *Past*, and *Future*, with five modifications of each.

10. (i) *Indefinite* tenses refer strictly to a point of time, and to single acts or habits without regard to duration.

(ii) *Incomplete* refer to the unfinishedness or imperfection of the act.

(iii) *Complete* refer to the perfection of the act.

(iv) *Continuous* describe relation to time.

11. (i) The *present indefinite* is used to express general truths.

(ii) The *present* and *past indefinite* are used to express habit, as, 'She writes well.'

12. The *present indefinite* is used for—

(i) *Description of past events*, to give animation to narrative; as, 'Cæsar marches to the Rhine,' this is called the '*historical present*.'

(ii) A *future indefinite*; as, 'Duncan comes to night,' i. e. will come.*

(iii) A *complete future*; as, 'When he arrives he will tell you,' i. e. '*shall have arrived*.'

* This arises from the fact of the A.-S. verb possessing no form for the future.

§ 4. Active Voice.

1. The following is a Complete Conjugation of a VERB ACTIVE.

TO SEND.

INDICATIVE MOOD.

Tense	Indefinite	Incomplete	Complete	Continuous	Emphatic
<i>Present</i>	I send	I am sending	I have sent	I have been sending	I do send
<i>Past</i>	I sent	I was sending	I had sent	I had been sending	I did send
<i>Future</i>	I shall send	I shall be sending	I shall have sent	I shall be sending	I will send

SUBJUNCTIVE MOOD.

(If)

<i>Present</i>	I send	I be sending	I have sent	I have been sending	I do send
<i>Past</i>	I sent	I were sending	I had sent	I had been sending	I did send
<i>Future</i>	I should send	I should be sending	I should have sent	I should have been sending	I would send

IMPERATIVE MOOD.

<i>Present</i>	Send thou	send ye		
<i>Future</i>	Thou shalt send	he shall send	you shall send	they shall send

INFINITIVE MOOD.

Indefinite	Incomplete	Complete	Continuous
To send	to be sending	to have sent	to have been sending

PARTICIPLES.

—	sending	having sent	having been sending
---	---------	-------------	---------------------

GERUND.

To send; (for) to send: sending.

2. The mode of conjugating the *Indicative* and *Subjunctive* moods differs in the following respects:—

(i) The **SUBJUNCTIVE MOOD** has no inflexions; as,

<i>Indicative.</i>	<i>Subjunctive.</i>
I send	(If) I send
Thou sendest	Thou send
He sends	He send
We send	We send
You send	You send
They send	They send

☞ 'Wert' is not a subjunctive form.

(ii) Am, art, is, are, are changed in the *subjunctive* to 'be'

Was	is changed	"	"	were
Shall	"	"	"	should
Will	"	"	"	would
Hast, hath, has, are changed	"	"	"	have

3. In conjugating the *future tenses* it must be remembered that *shall* in the first person goes with *will* in the second and third; *will* in the first person goes with *shall* in the second and third; thus—

<i>Future Indefinite.</i>	<i>Future Emphatic.</i>
I <i>shall</i> send	I <i>will</i> send
Thou wilt send	Thou shalt send
He will send	He shall send
We <i>shall</i> send	We <i>will</i> send
You will send	You shall send
They will send	They shall send

Interrogatively thus—

Shall I?	Shall we?
Shalt thou?	Shall you?
Will he?	Will they?

4. Some grammarians have given additional forms, called *Intentional*, of the three tenses. This seems to be merely a notion borrowed from the Greek *Paulopost future*. 'I have been going to send,' is a very composite tense indeed!

5. PARTICIPLES.—A *participle* is a *verbal adjective*—*verbal* as governing an object, if derived from a *transitive* verb; *adjective* as

agreeing with its substantive, and yet differing from an adjective in the following respects:—

- (i) It *attributes action to a noun* without any indication of *time*, therefore we speak of the participles as 'indefinite' or 'imperfect,' 'complete' or 'perfect,' and 'continuous,' not as is sometimes the case, as 'present,' 'past,' &c.
- (ii) It expresses the *same modifications of the action* as the *infinitive*.

6. GERUNDS are *verbal nouns* capable of being the *objects* or *subjects of sentences*. The forms of the infinitive which are gerundial, are 'to hunt,' 'for to hunt,' 'hunting,' and 'a-hunting.'

When these forms follow *intransitive verbs, adjectives, or nouns*, they express *purpose* or *fitness*; as,

Fools who came to scoff remained to pray;

'Apt to teach;' 'A house to let;' 'A time to build.'

 For origin, explanation, &c. vide *Etym. Derivations*, chap. I. § 4, 2.

§ 5. Passive Voice.

1. Subject to the remarks made in § 3, 4, the following is a tabular view of the conjugation of a VERB PASSIVE.

TO BE SENT.

INDICATIVE MOOD.

Tense	Indefinite	Incomplete	Complete	Continuous	Emphatic
<i>Present</i>	I am sent	I am being sent	I have been sent	—	—
<i>Past</i>	I was sent	I was being sent	I had been sent	—	—
<i>Future</i>	I shall be sent	—	I shall have been sent	—	I will be sent

SUBJUNCTIVE MOOD.

(If)

<i>Present</i>	I be sent	I am being sent	I have been sent	—	—
<i>Past</i>	I were sent	I were being sent	I had been sent	—	—
<i>Future</i>	I should be sent	—	I should have been sent	—	I would be sent

IMPERATIVE MOOD.

<i>Present</i>	Be sent	Be sent
<i>Future</i>	{ Thou shalt } be sent	{ You shall } be sent
	{ He shall }	{ They shall }

INFINITIVE MOOD.

Indefinite	Incomplete	Complete	Continuous
To be sent	—	To have been sent	—

PARTICIPLES.

Being sent	—	Having been sent	—
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§ 6. Auxiliary Verbs.

1. **Definition.** An *auxiliary verb* is one that helps to form the voices, moods, or tenses of other verbs.

2. **AUXILIARY VERBS** are divided variously.

(i) **THEY** are divided into *simple*, as 'I shall;' *compound*,
 • 'I shall have been.'

(ii) They are divided into—

- (a) *Auxiliaries of voice*; 'am,' 'be,' 'was.'
- (b) *Auxiliaries of mood*; 'may,' 'can,' 'must.'
- (c) *Auxiliaries of tense*; 'have,' 'will.'
- (d) *Auxiliaries of emphasis*; 'do,' 'will,' &c.

(iii) Again, **AUXILIARIES** may be divided into—

- (a) Those which possess *inflexional* power.
- (b) Those which *do not*; as, 'do,' 'can,' 'must,' 'let.'

☞ By this is meant that, in other languages, many of these auxiliaries are expressed by *inflections*; as, 'I shall write' ('scribam'). Others are interpreted by *idiomatic phrases*; as, 'I must walk' ('ambulandum est mihi'; 'Il faut que je me promène').

(iv) **AUXILIARIES** are again divided into—

- (a) Those which can be used as *main* or *principal* verbs.
- (b) Those which *cannot* be so used.

In the former class are such verbs as *do*, *have*, &c.; in the latter, *must*, *can*, *may*, &c.

Conjugation of the Verb 'To Be.'

TO BE.

INDICATIVE MOOD.

Tense	Indefinite	Incomplete	Complete	Continuous	Emphatic
<i>Present</i>	I am	—	I have been	—	—
<i>Past</i>	I was	—	I had been	—	—
<i>Future</i>	I shall be	—	I shall have been	—	I will be

SUBJUNCTIVE MOOD.

(If)

<i>Present</i>	I be	—	I have been	—	—
<i>Past</i>	I were	—	I had been	—	—
<i>Future</i>	I should be	—	I should have been	—	I would be

IMPERATIVE MOOD.

<i>Present</i>	Be thou	Be ye			
<i>Future</i>	Thou shalt be	He shall be	You shall be	They shall be	

INFINITIVE.

To be | To have been

PARTICIPLES.

Being | Having been

GERUND.

To Be, Being.

6. The following is a list of AUXILIARY and DEFECTIVE verbs, with such parts as are in use.

☞ For their origin, &c. vide *Etym. Derivations*, chap. I. § 4, 8, 9.

Verbs	Parts in use, &c.	Remarks
HAVE	(Present) 'have,' (past and perfect participle) 'had.'	Conjugated after proper form in all tenses. From participle 'hav'd,' comes 'haft.' — <i>Horne Tooke</i> .
SHALL	(Past tense) 'should;' no participles; defective, means 'to owe.'	The present and past tenses only in use.
WILL	(Past tense) 'would,' (present participle) 'willing,' used only as an adjective. There is a past tense 'willed,' with a different meaning.	The present and past tenses only in use.
		☞ The main difference between 'shall' and 'will' is this:— 'Shall' expresses 'the <i>idea of the future</i> , depending upon what is <i>external</i> .' 'Will' expresses 'the <i>idea of the future</i> depending upon what is <i>internal</i> , i.e. 'volition.'
MAY	(Past tense) 'might;' no participles; means literally 'to be able;' it expresses 'liberty,' and 'permission,' also 'possibility.' When <i>before</i> its subject it expresses a wish.	These tenses only in use.
CAN	(Past tense) 'could,' (participle) 'cunning,' now used as an adjective. The verb literally means 'to know.'	The present and past tenses only in use. The past tense 'could,' properly 'coud,' or 'couth,' is formed by a false analogy like 'should,' 'would.'
		☞ The difference between 'may' and 'can' is this:— 'May' expresses 'the <i>idea of power</i> , depending upon what is <i>external</i> .' 'Can' expresses the 'idea of power, depending upon what is <i>internal</i> , i.e. 'resolve.'
MUST	(Present) 'must,' (past) 'must;' no participles. This verb is a strong form of 'may.'	These parts only in use.
DO	(Present) 'do,' (past indicative) 'did,' (participles) 'doing,' 'done.'	Conjugated after proper form. There are two verbs 'do,' between which it is necessary to distinguish: (i) <i>Active</i> , with the meaning 'to make.' (ii) <i>Neuter</i> , with the meaning

Verbs	Parts in use, &c.	Remarks
		'to avail,' 'to thrive.' Both are found in the idiom, 'How do you do?' <i>i.e.</i> 'How make you yourself to thrive?' The form 'did' is said to be an instance of reduplication. Conjugated after proper form.
DARE	(Present) 'dare,' (past indicative) 'durst,' (imperfect participle) 'daring,' used as an adjective, (perfect participle) 'durst.'	
OWE	(Present) 'owe,' (past) 'ought,' (imperfect participle) 'owing,' used as an adjective, (perfect participle) 'ought.' Originally means 'to have.'	Used only in these tenses, though it may be conjugated after proper form. It has the meaning also of 'to be due;' hence the impersonal 'him ought,' 'us ought.' The word 'own' may be supposed originally a participle of this verb; and the word 'odd' a corruption of another participle 'ow'd.'
MAKE	(Present indicative) 'make,' (past indicative) 'made,' (imperfect participle) 'making,' (perfect participle) 'made.'	An irregular verb, conjugated after proper form.
GO	(Present indicative) 'go,' (past indicative) 'went,' (imperfect participle) 'going,' (perfect) 'gone.'	An instance of a defective verb, borrowing its past tense from the verb 'to wend.' Conjugated after proper form.
WITE	(Infinitive) 'to wit,' <i>i.e.</i> 'to know,' (second singular indicative present) 'wist,' (past) 'wot,' (participle) 'witting,' used as an adjective.	Obsolete.
WILNE	Meaning 'to desire,' is a derivative from 'will.'	Obsolete.
QUOTH	Used only in the third person.	Derived from 'quod.' Hence the verbs 'quote,' 'bequeath.' 'Quoth' always precedes its nominative.
WORTH	Found only in the third person singular; means, 'to be,' 'to become.'	Obsolete.
LIST	Only used in third singular, personal and impersonal; as, 'me lists,' 'it listeth,' means, 'to please.'	An obsolete verb. From the same root comes 'lust.'



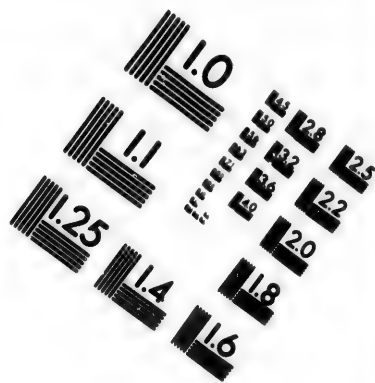
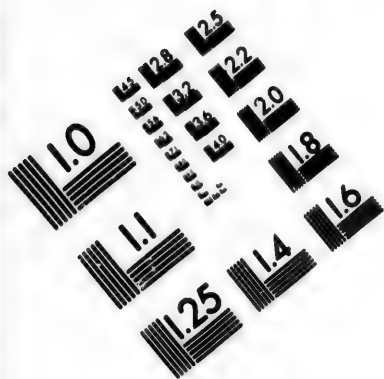
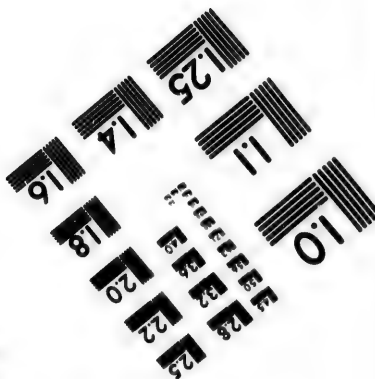
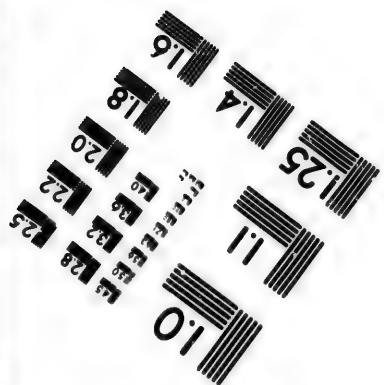
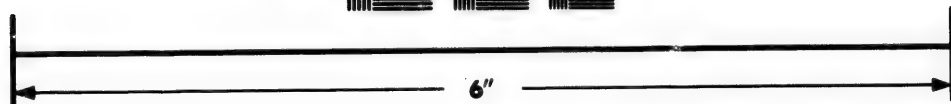
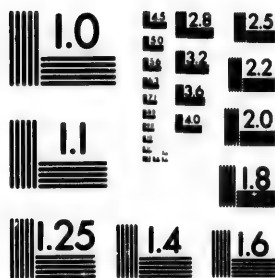


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§ 7. General Remarks.

1. Grammars differ very widely as to the structure of the English verb. Some following a classical model present us with a mere translation of the Latin or Greek verb. Others rush to the opposite extreme, and forgetting that English is *not* Anglo-Saxon, conjugate the verb as if the reverse were the case. The principle which ought to guide us lies between the two extremes. Our language is composite, and derived *from Norman-French* as well as *from A.-Saxon*. It seems only reasonable to consider both these elements in our calculation. Hence, in addition to the simple tenses, only those formed by the auxiliaries 'have' and 'be' ought to be admitted.

2. At first sight an exception seems to meet us in the use of 'shall' and 'will.' This is more apparent than real. The future tense in Latin, French, and English also, is not a simple tense, but one compounded of the verb *to have* and the *infinitive mood*. Thus (Lat.) *amabo* = *amare habeo* = French, *j'aimerai*, i. e. *j'ai-aimer* = I have to love, i. e. I shall love. Now *shall* originally means *to owe*, and *owe* (from Goth. 'aigan') means *to have* or *hold*; hence, 'I shall love' is exactly like the corresponding tense in Lat. or French, and means *I have to love*.

3. Exception also may be taken to the *emphatic forms*, as introducing another auxiliary, 'do.' The fact is, we have an *emphatic future* 'will,' and thus we are led to ask, Why not an *emphatic past* and an *emphatic present*? *Rigidly, of course, they should be excluded, if the principle above laid down be adopted.* Otherwise there will be *no limit* to the number of possible tenses; and all our auxiliary verbs ought to be enlisted in the conjugation of a single verb. 'Paulopost future' forms have been given by some grammarians,* and, besides the indicative and subjunctive moods which we certainly *possess*, we are sometimes favoured with a *potential mood* (where we

* We might as reasonably expect to find in the conjugation of a French verb the 'tenses,' 'Je vais écrire,' 'Je viens d'écrire'!

get it from is a mystery). Why not an optative mood—a permissive mood—a compulsory mood?

4. Strong verbs have a tendency to become weak. Where the strong and weak forms coexist, the verb is in a state of transition. As we have remarked, 'all derived verbs take the weak form;' so also do new verbs, and verbs derived from classical origin

5. The present tendency of the language is to reject the distinction of the subjunctive mood. Some grammarians assert, *facts notwithstanding*, that we have no subjunctive mood!

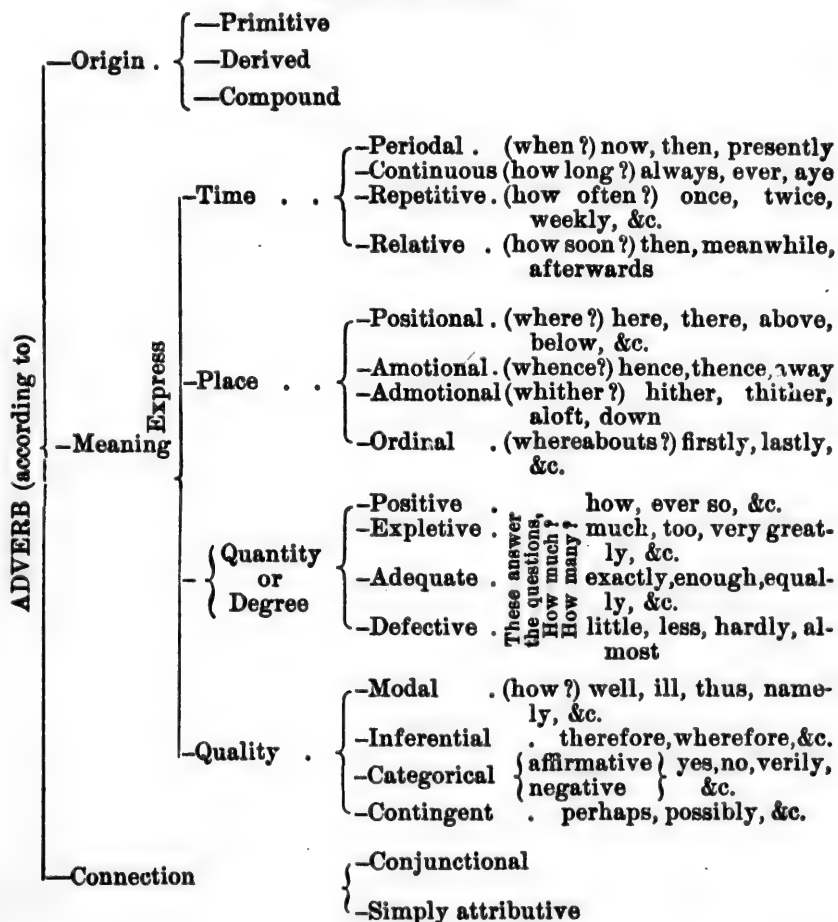
CHAPTER VII.

THE ADVERB.

§ 1.

1. **Definition.** 'AN ADVERB is a word joined to a verb, or any attributive, to denote some modification, degree, or circumstance of the expressed attribute.'

2. CLASSIFICATION.



§ 2. Adverb according to Meaning.

1. ADVERBS are classified according to (i) *Meaning*; (ii) *Connection*; (iii) *Structure or Origin*.

2. ADVERBS according to *meaning* express (i) TIME; (ii) PLACE; (iii) DEGREE or QUANTITY; (iv) QUALITY.

3. ADVERBS of TIME are those which answer the questions,

(i) *when?* (periodal), i. e. a *fixed point of time*, *past*, *present*, *future*, *indefinite*.

(ii) *how long?* (continuous), *the duration of time*; as, *always*, *ever*, *never*.

(iii) *how often?* (repetitive), *the repetition of time*; as, *once*, *twice*, *often*.

(iv) *how soon?* (relative), *to some other event*; as, *then*, *meanwhile*, *before*, &c.

4. ADVERBS of PLACE are those which answer to the questions,

(i) *where?* (positional), *rest in or at a place*; as, *here*, *there*, *above*, &c.

(ii) *whence?* (amotional), *motion from a place*; as *hence*, *thence*, *away*, &c.

(iii) *whither?* (admotional), *motion to a place*; as, *hither*, *thither*, *down*, &c.

(iv) *whereabouts?* (ordinal), *in what order*; as *firstly*, *lastly*, &c.

5. ADVERBS of DEGREE or QUANTITY are those which answer to the questions *how much?* *how little?* or to the idea of *more* or *less*. These adverbs express *degree without comparison* (positive); as, *however*, *so*.

or, „ *abundance* (expletive); as, *much*, *too*, *very*.

„ „ *sufficiency* (adequate); as, *enough*, *equally*, *exactly*.

„ „ *deficiency* (defective); as, *less*, *hardly*, &c.

6. ADVERBS of QUALITY answer the question *how?* or express *affirmation*, *negation*, *uncertainty*.

7. ADVERBS that relate to *time, place, and manner* are generally connected with *verbs* or *participles*. *Adverbs* that relate to *degrees* with *adjectives* or *adverbs*.

§ 3. Adverb according to Connection and Structure.

1. ADVERBS according to their *Connection* are (i) *simply attributive*, i. e. qualify verbs, adjectives, and *other* adverbs; or, in addition to this, (ii) have a *conjunctive force*. The latter connect clauses; they are often *adverbs of cause*; as, *why, wherefore*: *relative forms*, as, *where, when*: *pronominal compound adverbs*; as, *wherewith, hereafter*, &c. *than, so, as*.

2. ADVERBS according to *Structure* are *simple, derived, compound*.

(i) *Simple Adverbs* are monosyllabic and Saxon; such as, *now, oft, aye, ill, well*.

(ii) ADVERBS are derived,

(a) From *nouns*:—

old genitives; as, *needs, unawares, eftsoons, once, twice, thrice, &c.*

old datives; as, *seldom, whilom*.

by suffix *ling*; as, *darkling*, with diminutive force.

by four prefixes, *a, al, be, to*.

a as *aboard*.

al „ *always*.

be „ *besides*.

to „ *to-day*.

(b) from *adjectives* and *nouns*:—

by four suffixes, *ly, wise, ways, wards*.

ly as *lively*.

wise „ *likewise*.

ways „ *sideways*.

wards „ *homewards*.

(c) from the pronouns *he, the, who*.

	Genitive Form	Dative Form	Accusative Form	Ablative Form	Comparative Form
From He	hence	here	—	how	hither
„ The	thence	there	then, or	thus	thither
„ Who	whence	where	than when	why	whither

(iii) *Many Adverbs are compound words and phrases; as, peradventure, of course, nevertheless.*


§ 4. Comparison of Adverbs, &c.

1. In *Anglo-Saxon* there were two forms for the comparative and superlative degrees, one in *re* and *este*; the other in *or* and *ost* respectively. Now the first of these was the form taken by adjectives; as, *se scearpe sweord, se scearpeste sweord; the sharper sword, the sharpest sword.*

The second, on the other hand, was taken by adverbs; as, *se sweord scyrð scearpor or scearpost, i. e. the sword cuts sharper or sharpest.*—*Latham*, vol. ii. p. 184.

2. These adverbial comparative and superlative endings in *or* and *ost* have disappeared, except in such words as *hind-m-ost up-m-ost, &c.*

3. When the adverb ends in *ly*, the comparison is formed by *more* and *most*.

4.  To explain certain phrases as, *clean gone, to stick fast, loud and long, he rode hard, you did right, sore let and hindered, &c.*

In the Classic languages and in *Anglo-Saxon* the neuter adjective is used in the accusative adverbially.

In *Anglo-Saxon* and Old English the adverb was often formed from the adjective by adding *e*; as, *seft* or *soft* (adjective), *sefte* or *softe* (adverb). The adjective was really the nominative or accusative case; the adverb in *e*, the ablative. The two forms were easily confounded, especially when case endings were dropped. The words above, *clean, fast, hard, right, loud, long, sore, &c.*, are instances of this confusion.

5. 'In many cases the adjective form is intended to express the

* See p. 42. 10.

quality of the agent as seen in the act, rather than the quality of the act itself. After verbs of being or seeming, for instance, or their equivalents, the adjective is constantly used ;* as, *it looks beautiful, it sounds grand, it feels hard, he arrived late, how sweet it sleeps, &c.*'—Angus, *Handbook E. Tongue*, p. 231.

* It will be seen hereafter that a rule has been laid down: '*Transitive* verbs take the adverb; *Intransitive* verbs, the adjective.'

For explanation of the meaning and derivation of adverbs, vide *Etym. Derts.* chap. IV.

CHAPTER VIII.

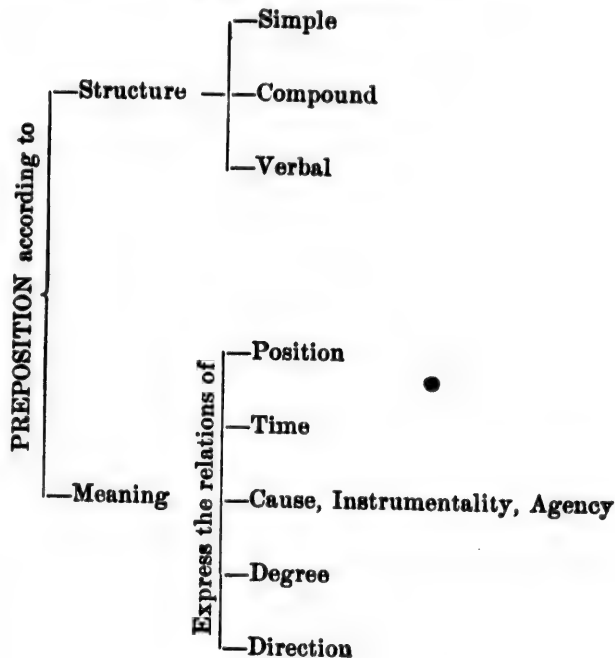
THE PREPOSITION.

§ 1.

1. **Definition.** A *PREPOSITION* is a word connecting other words, and expressing a *relation* between them.

'Prepositions relate **notions** to one another; conjunctions **sentences**.'—*Morell*.

2. CLASSIFICATION.



§ 2. Preposition according to Meaning and Structure.

1. PREPOSITIONS are divided according to their *meaning* and according to their *structure*.

2. PREPOSITIONS according to their *meaning*. The *relations* which prepositions express are not easily classified. If we use the terms in a *metaphorical* as well as a *natural sense*, they may be possibly embraced by the division we have given; viz. *position*, *time*, *cause*, *degree*, and *direction*.

3. PREPOSITIONS according to their *structure* are divided into—

- (i) *Simple*; monosyllabic; such as, *in*, *with*, *from*, *by*, &c.
- (ii) *Compound*; such as, *between*, *among*, *beside*, &c.
- (iii) *Verbal*; such as, *notwithstanding*, *pending*, *during*, &c.

4. The *first two classes* are *Anglo-Saxon*, the *third class* is *Classical*: the *prepositions* in this class are really *participles*, and with the words they govern ought to be interpreted as *absolute constructions* to which in other languages they are equivalent.

5. The following is a list of the PREPOSITIONS:—

- (i) SIMPLE. At, by, down, ere, for, from, in, midst, of, off, on, out, round, through, to, up, with, since, till.
- (ii) COMPOUND. About, above, across, aboard, after, against, along, amidst, among, around, athwart, before, behind, below, beneath, beside or besides, between, betwixt, beyond, over, throughout, toward(s), under(neath), until, unto, into, upon, within, without.
- (iii) VERBAL. Concerning, during, except(ing), notwithstanding, pending, regarding, respecting, save, touching.

☞ For explanation of the above, vide *Etym. Deriv.* chap. III.

CHAPTER IX.

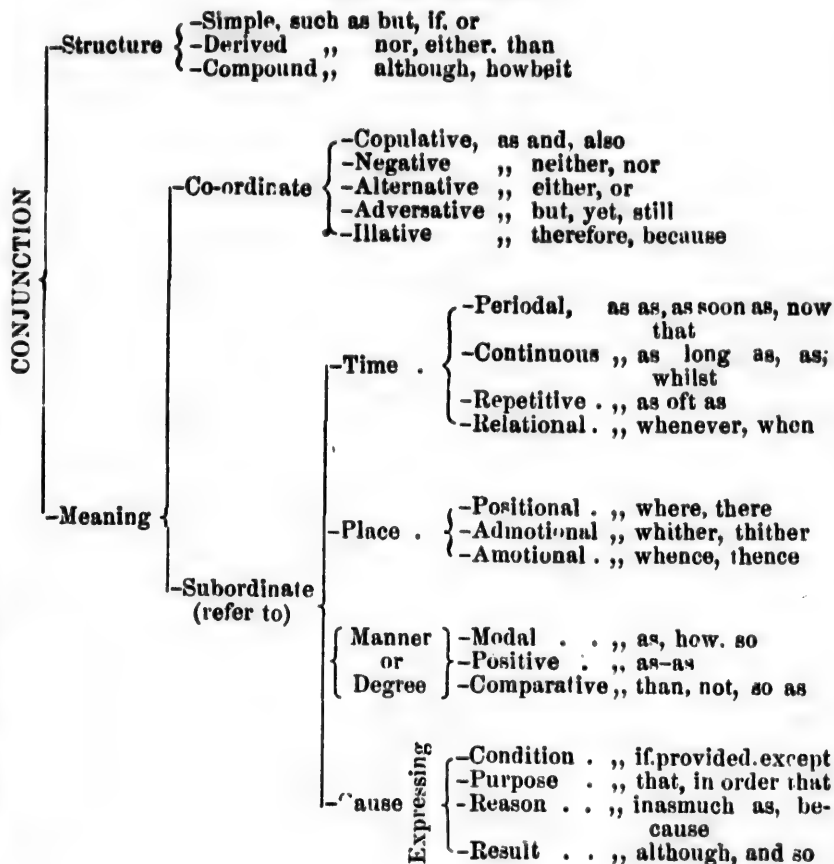
THE CONJUNCTION.

§ 1.

1. **Definition.** A CONJUNCTION is a word connecting *clauses* or sentences.

Where *conjunctions* seem to connect words it is because of some *ellipsis* or *abbreviation*; thus, *He is good and wise* = *He is good and (he is) wise.*

2. CLASSIFICATION.



§ 2. Conjunction according to Meaning.

1. CONJUNCTIONS are divided according to *meaning*, and according to *structure*.

2. According to *meaning*, CONJUNCTIONS are CO-ORDINATE and SUBORDINATE.

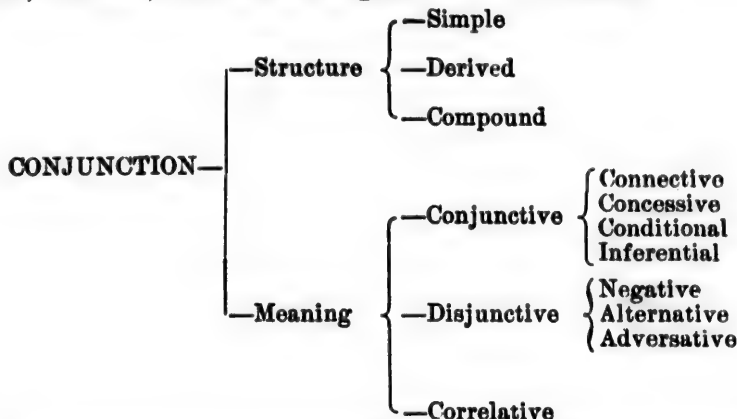
(i) CO-ORDINATE CONJUNCTIONS unite co-ordinate (or equipollent) statements, or join in construction co-ordinate words

(ii) SUBORDINATE CONJUNCTIONS unite statements in such a way that the one modifies the meaning or application of the other.

3. CO-ORDINATE CONJUNCTIONS are divided into five classes: (i) *Copulative*; (ii) *Negative*; (iii) *Alternative*; (iv) *Adversative*; (v) *Illative*.

4. SUBORDINATE CONJUNCTIONS are more numerous and complex, and, as will be perceived, mostly follow the division of adverbs into those which refer to *time*, *place*, *manner* or *degree*, *cause*.

5. This division is valuable on account of its harmony with the principles which regulate the analysis of sentences. As it is complex, however, another and simpler scheme is annexed.



6. COPULATIVE CONJUNCTIONS are those which connect both *clause* and *sense*.

7. **DISJUNCTIVE CONJUNCTIONS** are those which, while they connect the clause, *disconnect* the sense or meaning.

8. **CORRELATIVE CONJUNCTIONS** are those which are used in pairs, so that one refers or answers to the other.

- (i) The *Copulative conjunctions* are ;—and, as, both, because, even, for, if, that, then, since, seeing, so, but.
- (ii) The *Disjunctive conjunctions* are ;—or, nor, either, neither, than, though, although, yet, but, except, whether, lest, unless, save, provided, notwithstanding, whereas.
- (iii) The *Correlative conjunctions* are ;—

As	— as	Neither	— nor
As	— so	So	— as
Both	— and	Though	— yet
Either	— or	Whether	— or.

9. Of the above we have

<i>Connective or additive</i>	— And, also, but, both.
<i>Concessive</i>	— Though, although, albeit, yet.
<i>Conditional</i>	— If, provided that, unless.
<i>Inferential (i) cause</i>	— For, that, because, since, whereas.
	(ii) <i>consequence</i> — Therefore, wherefore, then.
<i>Negative</i>	— Neither, nor.
<i>Alternative</i>	— Either, or.
<i>Adversative</i>	— But, however, notwithstanding, yet.

§ 3. Conjunction according to Structure.

1. **CONJUNCTIONS** according to **STRUCTURE** are divided into (i) *Simple*; (ii) *Derived*; (iii) *Compound*.

- (i) The *Simple conjunctions* are *Saxon* and *monosyllabic*; such as *and, if, so, but, eke*.
- (ii) The *Derived conjunctions* are such as *nor, neither, than, whether, since, seeing, except, &c.*

- (iii) *Compound conjunctions* are made up of two or more words; as, *howbeit, in as for as, inasmuch as, forasmuch as, nevertheless, whereas, although, &c.*

§ 4. General Remarks.

1. Several *words* are used as *adverbs, conjunctions, and prepositions* according to circumstances. The word *but*, for instance, is used as a *relative, a preposition, a conjunction, an adverb.*

(i) *But, a relative* = who + not, and follows a negative; as, 'there was no one *but* saw him' = '*who* did not see him.'

(ii) *But, a conjunction* = and; as, 'we ran *but* he stopped,' i. e. we ran *and* he stopped: it has also an adversative force.

(iii) *But, a preposition* = except; as, 'all fled *but* John,' i. e. *except* John.

(iv) *But an adverb* = only, and is placed next the verb; as, 'If he could *but* know,' i. e. *only* know.

2. So *after* is an *adjective*; as, 'The after-part of a ship'

" an *adverb*; as, 'They that come after.'

" a *preposition*; as, 'After me the Deluge.'

" a *conjunction*; as, 'He called two days after I saw you.'

3. *Then*, with its double form *then* and *than*, is both a *conjunction* and *adverb*.

For, a conjunction and preposition.

Except, a preposition and conjunction.

4. When these words, which are used as *prepositions* and *conjunctions*, are followed by *that*, they are best regarded as *prepositions*, otherwise as *conjunctions*; as,

'Before *that* certain came from James,' &c.

'After *that* I was turned, I repented.'—Jer. xxxi. 19.


'Since *that* I have told you.'

5. The *ADVERB* may generally be known by the fact of its being movable to any part of the sentence in which it occurs; as, 'He

then altered his intention.' 'Then he altered his intention.' 'He altered his intention *then*.' When an *adverb* qualifies an *adjective*, or other *adverb*, it is *not* movable; but then its connection discovers it.

6. PREPOSITIONS are *always* attached to a *noun*, and *cannot* be removed from one part of the sentence to another without the *noun* to which they belong.

7. We have said, if the word is *movable* to any other part of the sentence it is an *adverb*. If it *cannot* be moved from the beginning without destroying the sense, it must be a CONJUNCTION.

 8. The *Interjection* has been defined to be a word expressing *feeling* and not *thought*. 'Almost all animals have some peculiar sound to express any sudden feeling they experience. The interjection is such a sound as employed by man.'—*Morell*. It is speech which distinguishes man. Speech is the expression of *thought*, and, as interjections are not the expressions of thought, they are not properly classed as a *part of speech*.

For explanation, derivation, &c. of the Conjunctions, vide *Etym. Deriv.* chap. II.

SYNTAX.

CHAPTER I.

PROPOSITION ACCORDING TO LOGIC.

1. THERE are two ambiguous terms in general use: PROPOSITION and PREDICATE. These terms are borrowed from *logic*, but in *grammar* they possess a *different meaning*. First, we shall explain the *logical* signification of these words, and then investigate their *grammatical* import.

2. There are *three mental operations*, (i) SIMPLE APPREHENSION or CONCEPTION, the expression of which in language is called a *Term*; (ii) JUDGMENT, i. e. the *comparison of two conceptions*, and *pronouncing upon their agreement or disagreement*, the expression of which in language is called a *Proposition*; (iii) REASONING, i. e. the *comparison of two judgments and pronouncing upon their agreement or disagreement by means of a third*, the expression of which in language is called a *Syllogism*.

3. A PROPOSITION, then, is defined to be a *judgment expressed in words*; or, an *indicative sentence* (*oratio indicativa*).

4. *Every Proposition* is divided into three parts—*subject, copula, predicate*.

- (i) The *subject* is that of which something else is asserted.
- (ii) The *predicate* is that which is asserted of the subject.
- (iii) The *copula* expresses the agreement of subject and predicate; hence the copula is affirmative, or negative—is, or, is not, &c.

Thus, in the proposition,

Sub.		Cop.		Pred.
'The Romans are brave,'				

Romans=subject; are=copula; brave=predicate.

'He walks,' i. e.

Sub.	He	Cop.	is	Pred.	walking.
------	----	------	----	-------	----------

'This author contradicts your assertion.'

Sub.	This author	Cop.	is	Pred.	contradicting your assertion.
------	-------------	------	----	-------	-------------------------------

5. TERMS are so called because they are *subjects* or *predicates*, i. e. 'termini propositionis,' or 'extremes of a proposition.' They are now generally used for *words limited to a particular signification*.

6. The subject may be (i) a *noun*, with or without adjuncts; (ii) an *infinitive mood*; (iii) a *sentence*.

7. The *predicate* may be an *adjective*; (ii) a *noun*; (iii) an *infinitive mood*; (iv) a *sentence*.

8. There are many ways of considering the *relation of subject and predicate*. The simplest method is, perhaps, to consider the predicate as *a whole*, and the subject as *a part*. Thus, in the proposition,

'All men are animals,'

we imply that (the subject) 'men' is a part of the class 'animal' (predicate).

9. *Propositions* are divided according to their *substance, quality, and quantity*.

The **SUBSTANCE** of a **PROPOSITION** is the *nature of its assertion*. If we assert absolutely, i. e. without a condition, the proposition is called *categorical*; if, with a condition, *hypothetical*; as,

'Books | are | instructive' (categorical).

'If books are instructive, they are useful' (hypothetical).

N. B.—*All hypotheticals* may be reduced to *categoricals*, by changing *if*, &c. into *the case of*, as in the latter example:—

Subject	The case of books-being-instructive	is	a case of their-being-useful.
---------	-------------------------------------	----	-------------------------------

10. The **QUALITY** of a proposition is the *character of its assertion*. This character is twofold; (i) *essential*; (ii) *accidental*. The

essential character is its being affirmative or negative. The accidental character is its being true or false.

11. A TERM is said in logic to be distributed 'when it is taken for all and each of the things signified by it;' as, when we say, 'All men are mortal.' Here *men* is said to be distributed, for we predicate mortality of the whole class—man, and of every individual composing it.

12. By the QUANTITY of a PROPOSITION we mean the extent of its distribution. According to this division propositions are either universal, particular, singular, or indefinite.

Of these four kinds of propositions, SINGULARS are regarded as UNIVERSALS, and INDEFINITES are either UNIVERSALS OR PARTICULARS, according to their matter, i. e. the nature of the connection of the extremes. This matter is of three kinds—necessary, impossible, contingent. If the matter be necessary or impossible, the proposition will be universal; if contingent, particular; as,

'Snow is white' (necessary), i. e. 'All snow is white.'

'Apples are ripe' (contingent), i. e. 'Some apples are ripe.'

13. Hence all propositions can be reduced to four kinds:—

1. All x is y , universal affirmative (A).
2. No x is y , universal negative (E).
3. Some x is y , particular affirmative (I).
4. Some x is not y , particular negative (O).

14. These four kinds of proposition are symbolised in logic by the letters A, E, I, O.

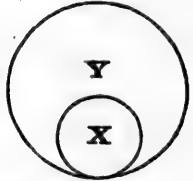
15. A distributes its subject; E distributes both subject and predicate; I distributes neither; O distributes the predicate. This is easily remembered by the rule:—

Universals distribute their *subjects*.

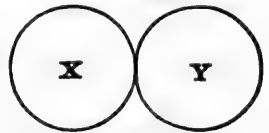
Negatives " " " *predicates*.

16. The following diagrams will simply illustrate the meaning of this with reference to what has been said about the relation between subject and predicate:—

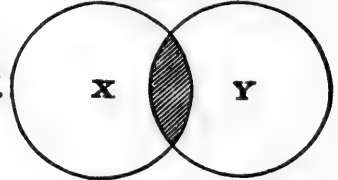
A. All men are animals, i. e. the *whole class* man is a *part of the class* animal.



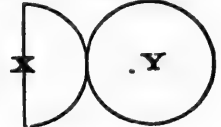
E. No men are winged, i. e. the *whole class* man is completely *without the whole class* 'winged.'



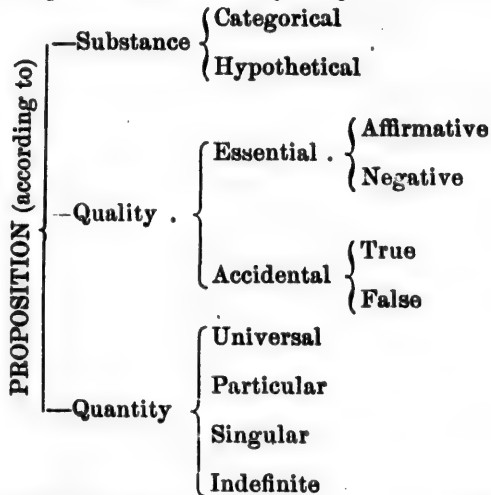
I. Some fruit is *wholesome*, i. e. a *part of the class* fruit is also a *part of the class* wholesome.



O. Some metals are not scarce, i. e. a *part of the class* 'metal' is *entirely without the whole class* 'scarce.'



17. With the following scheme of division we conclude this brief sketch of 'Proposition' treated *logically*.



For complete information on this subject the student is referred to Whately's *Logic*.

6. SIMPLE SENTENCE.

(a) The *essential* parts of a *sentence* are *subject* and *predicate*. These every sentence must possess, and, in addition, it may, according to circumstances, have *complement of the predicate*, and *extension of the predicate*.

(b) The subject may be,

- (i) A *noun*, with or without modifications or adjuncts.
- (ii) An *infinitive mood*.
- (iii) A *sentence* itself.

(c) By the *predicate* in grammar is meant the *copula* + *attribute*; hence generally the verb, or its equivalent.

(d) The *complement of the predicate* completes the sense concerning the action affirmed; thus,

‘The boy struck the dog.’

The boy struck, what?—the dog.

Here ‘the dog’ completes the predicate, and conveys perfect sense.

The *complement of the predicate* after a transitive verb is called the *object*.

(e) The *extension of the predicate* means its qualifications, which must be *adverbs*, *adverbial phrases*, or their *equivalents*.

The *extension of predicate* answers the questions, *when? where? why? how? &c.*

7. COMPLEX SENTENCES consist of *one principal sentence*, and *one or more subordinate sentences*, which are of three kinds:—

- (i) The *noun sentence*.
- (ii) The *adjective sentence*.
- (iii) The *adverb sentence*.

(i) *Noun sentences* mostly begin with *that* or *it*, and may be either the *object* or *subject* of the *principal sentence*; as,

Noun sentence.

‘It is not known (where Moses was buried).’

CHAPTER III.

PARSING.

1. **PARSING** a sentence, or a word, is an explanation of the sentence or word *per se*, and relatively.

It consists of

- (i) An analysis of the sentence.
- (ii) An explanation of each word, *per se*; and in its relations to other words.

2. In analysing a simple sentence we select, (i) the subject; (ii) the predicate; (iii) the complement of the predicate, if any; (iv) the extension of the predicate, if any; thus:

‘Afflicted with many troubles he forgave him readily.’

Subject	Predicate	Complement of Predicate	Extension of Predicate
He, Afflicted with many troubles	forgave	him	readily

3. ‘In analysing a *complex sentence* mark the principal subject and predicate, and arrange under each the subordinate sentences which modify or enlarge them.’

Ex. 1. ‘Rain fertilises those fields which spread their bounty to God’s creatures.’

Principal sentence.

- | | |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| (a) SUBJECT Rain | Adjective sentence to (c).
{ (i) SUBJECT which
(ii) SUB.-PREDICATE spread
(iii) COMP. OF PRED. their
bounty to God’s creatures. |
| (b) PRINCIPAL PREDICATE fertilises | |
| (c) OBJECT those fields | |
| (d) EXTENSION OF PREDICATE | |

Ex. 2. ‘Can the husbandman look forward with confidence to

the increase, who has the promise of God that seed time and harvest shall not fail ?'

- | | | |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Principal sentence. | Adjective sentence to (a). | Noun sentence to (iii). |
| (a) SUBJECT, <i>The husband-</i>
<i>man</i> | { (i) SUBJECT . <i>who</i>
(ii) PREDICATE <i>has</i>
(iii) COMP. OF <i>the promise</i>
PRED. { <i>of God</i> | { 1. SUBJECT . <i>(that)</i>
<i>seed time and</i>
<i>harvest</i>
2. PREDICATE, <i>shall</i>
<i>not fail</i> |
- (b) PREDICATE, *can look forward*
- (c) OBJECT
- (d) EXTENSION OF PREDICATE, *with confidence to the increase.*

4. If the sentence is *compound*, we resolve it into *simple* sentences, and then mark whether the *co-ordinate sentences* are copulative, alternative, adversative, or causative.

Ex. 'The dying king begged to be attended by his confessor, but she denied him even this comfort.'

Here we have two *adversative* clauses, each of which can be analysed according to (2).

5. WORD PARSING.

First, state what a word is; next, its relations; then, its etymology; lastly, any general remarks it suggests.

Ex. 'Never adventure on too near an approach to what is evil.'

For additional information and praxis on the above, vide Morell's *Analysis of Sentences*.

TABULAR SCHEME OF PARSING.

Word	Explanation	Relation	Derivation	Remarks
Never	Adverb of time (def.)	Added to verb 'adventure'	A.-Sax. 'næfre'	
adventure	Imperative mood, second singular, present tense, <i>weak</i>	Agreeing with nominative 'thou' understood	Lat. 'advenio'	
on	<i>intransitive</i> (def. if wanted)	Governing 'approach'	A.-Sax. 'ufa'	
too	Preposition of <i>direction</i> (def.)	Qualifies 'near'	A.-Sax. 'neah'	Compared 'near,' 'nearer,' 'nearest,' or 'next'
near	Adverb of <i>degree</i> (def.)	Agreeing with noun 'approach'	A.-Sax. 'neah'	'A' before a consonant
an	Common adjective, positive <i>degree</i>	Put before 'approach' to limit its signification	A.-Sax. means 'one'	
approach	Indefinite article, or definitive adjective (def.)	Governed by preposition 'on'	Lat. 'appropinquare'	
to	Com. noun (def.), third singular, neuter gender, oblique case	Governing 'that' understood	Ger. 'thun,' 'to do'	Signifies 'the end,' as 'from' signifies the beginning
what	Preposition of direction	Referring to 'that'	A.-Sax. 'hwæt'	Neuter of 'who'
is	Compound relative pronoun, third singular, neuter gender, nominative case	Agreeing with 'what'	Cognate with Grk. <i>etc.</i> : A.-Sax. 'is' (ys)	Verb 'to be,' consists of three verbs, 'be,' 'am,' 'was'
evil	Third singular, present tense, indicative mood, substantive verb	Agreeing with noun of 'is'	A.-Sax. 'yfel'	Compd. irregularly, 'bad' or 'evil,' or 'ill,' 'worse,' 'worst'

CHAPTER IV.

GENERAL LAWS OF SYNTAX.

1. **Definition.** *CONCORD* is the *agreement* of one word with another in gender, number, case, or person.
2. *Government* is the power one word has to regulate another.
3. *The fundamental laws of Syntax are five.*
 - (a) 'The *verb* must agree with its *subject* in number and person.'
 - (b) '*Active verbs* and *prepositions* take nouns or their equivalents after them as their *object*.'
 - (c) '*Every adjective*, or word so used, qualifies a noun expressed or understood.'
 - (d) '*Adverbs* modify the meaning of words which convey idea of *action* or *attribute*, but not *existence*.'
 - (e) '*Copulative* and *disjunctive particles* unite together notions and assertions which hold the same relation to any given sentence.'—Morell.

CHAPTER V.

SPECIAL RULES.

§ 1. *

1. THERE are three *Concords*.
 1. The *concord of verb and its subject*.
 2. The *concord of adjective and noun*.
 3. The *concord of relative and antecedent*.
2. The *verb* agrees with its *subject* in *number* and *person*; as,
'The man speaks;' 'They speak to him.'

3. If *two or more nominatives* be connected *conjunctively*, the verb is put in the *plural*; as,

'Andrew and he were schoolfellows.'

☞ Except these nominatives refer to the same subject, when the verb is in the *singular*; as, 'Flesh and blood *hath* not revealed to thee.'

4. If *two or more singular nominatives* be connected *disjunctively*, the verb is put in the *singular*; as,

'Neither the man nor his wife was summoned.'

5. If *one of the nominatives* be in the *plural*, it must be placed *next* the verb, which must also be in the *plural*; as,

'Neither the Emperor nor his *generals* were convinced.'

6. If the nominatives connected by *or*, or *nor*, be of *different persons*, the verb agrees with the *nearest*; as,

'Neither you nor I *am* concerned.'

☞ Since *all nominatives* that require *different* forms of the verb virtually produce separate clauses or propositions, it is better to complete the concord by expressing the verb or its auxiliary in connection with each of them; as,

'Either *thou art* to blame, or *I am*.'

7. When *two nominatives* are connected, the one *affirmative*, the other *negative*, they make two propositions, and the verb agrees with the *affirmative*; as,

'Not a loud voice, but strong proofs, *bring* conviction.'

8. When *two nominatives* are connected by *as well as*, or *but*, they belong to different propositions; as,

'Veracity, *as well as* justice, *is* to be our rule.'

9. * A *collective noun* (in which the *idea of unity* is prominent) takes the verb in the *singular*; as, 'The mob was riotous.'

*The reason for this seems very natural. Collective nouns have *plurals*; thus, we say *mob, mobs; crowd, crowds; army, armies, &c.* Therefore being singulars, as it were, they require the verb in the singular.

Nouns of multitude, on the other hand, have no plural forms, because they

10. A *noun of multitude* (in which the *idea of plurality* is prominent) takes the verb in the *plural*; as, 'The nobility *were* alarmed.'

11. *Substantive verbs*; *passive verbs of calling, naming*; the verbs *to seem, to appear, to grow, to look, to become*; *certain reflexive verbs*, and *passive factitive verbs*, take the same case after them as before them; and these cases may be considered cases in *apposition*; as, 'Wellington was a general.'

☞ The verb in such cases may agree either with the nominative before it or behind it.

12. The *absolute construction*, which is *ablative* in *Latin*, *genitive* in *Greek*, was *dative* in *Anglo-Saxon* and *Early English*, and is now *nominative*: thus we say, 'He alone excepted,' where formerly we should have said, 'Him alone excepted.'

§ 2. The Genitive or Possessive Case.

Vide chap. III. § 6, 10, p. 34.

1. The *Possessive case* ('s) precedes the *noun* on which it depends; as, 'John's horse;' otherwise the noun refers to *one of many*; as, 'The horse of John's,' i. e. 'Of John's horses.'

2. When *two genitives* are in *apposition*, the *apostrophe* is used with only *one* of them (the *principal noun*); as, 'A book of Virgil's, the Roman poet.'

3. Several *genitive relations* expressed by *of* are appended to *adjectives*, such as *mindful, desirous, certain, guilty, conscious, innocent, fearful, &c.*, to complete the sense. In *Anglo-Saxon* these *adjectives* governed a *genitive*. (Compare the *Lat. rules*.)

4. *Certain verbs*, also expressing *accusation, acquittal, shame, repentance, deprivation, emptying, &c.*, admit the same construction.

5. Vide § 5 note, with reference to the *adjectives, worth, old, high, long, broad, &c.*

involve the notion of plurality: thus, we do not talk of *clergies, nobilities* (where we do so, the word must be considered a *collective noun*). Hence they take the verb in the plural.

§ 3. The Dative.

1. The *Dative case* is sometimes called *indirect object*.
2. The constructions which may be best considered as *dative constructions* are seven.

(a) The *dative* follows the adjective *like*; as,

‘He is like *him*,’ i. e. ‘to him.’

(b) Verbs of *telling, bringing, giving, offering, lending, sending, showing, promising*, which may be termed generally verbs of *advantage or disadvantage*, govern a *dative* of the *person* and an *accusative* of the *thing*; as,

‘Give sorrow words,’ i. e. ‘to sorrow.’

(c) *The absolute construction* in *O. English*; as,

‘Him alone excepted.’

(d) *Me* in connection with *seems, thinks, lists*, in *meseems, methinks* (*mihi videtur*), *melists*.

(e) The *dative* follows certain interjections; as,

‘Woe is me,’ i. e. ‘to me.’

(f) *Him* in *himself* is a *dative* governed by *self*.

Vide chap. V. § 2 (d), p. 48.

(g) The verbs *please* and *obey*, also *thank* and *resemble*, govern a *dative*; as,

‘Please it, your honours,’ i. e. ‘to your honours.’

‘Know ye not that to whom ye yield yourselves servants to obey, his servants ye are to whom ye obey.’—*Romans* vi. 16.

§ 4. The Accusative (Objective) Case.

1. *Transitive verbs* and *prepositions* take after them an *accusative*; as,

‘God made the world.’

2. *Intransitive verbs* sometimes take after them an *accusative of the same signification*; as,

'I dreamt a dream.'

This construction is called *the cognate accusative*.

3. *Intransitive verbs* are sometimes made transitive by the *addition of a preposition*: they are then called *prepositional verbs*, and these prepositional verbs govern objective cases; as,

'I despair—of the result.'

4. *Nouns of time, space, and measurement*, follow certain *intransitive verbs* and adjectives in the *objective case*. These objective cases, however, are really governed by some preposition understood; as,

'He waited all night,' i. e. (*during*) 'all night.'

'He swam the river,' i. e. (*across*) 'the river.'

See § 5, 2, note p. 97.

5. The verbs *ask* and *teach* take *two accusatives* after them—one of *the person*, the other of *the thing*. When the verb is in the passive voice, one of these accusatives becomes a nominative, and the other *is said* to be governed by the verb; as,

'He asked *me* a question.'

'I was asked a question.'

'A question was asked me.'

'He taught me geography.'

'I was taught geography.'

'Geography was taught me.'

☞ This rule is stated as it is usually given. Perhaps the best explanation of this anomalous construction is, that *one of these objective cases is a dative, or governed by some preposition understood*; as,

Either, 'He asked (from) me a question.'

'A question was asked (from) me.'

or, 'He asked me (concerning) a question.'

'I was asked (concerning) a question.'

So, 'He taught me (concerning or in) geography.'

'I was taught (concerning or in) geography.'

or,

'He taught (to) me geography.'

'Geography was taught (to) me.'

6. *Factitive verbs*, i. e. verbs signifying *to create, to make, to appoint*, take after them *two accusatives* of 'the person, which are in *apposition*; as,

'They made him king.'

7. When the verbs are in the *passive voice*, these *accusatives* become *nominatives*.

§ 5. The Adjective.

1. The *adjective* agrees with the *noun* it qualifies in *gender*, *number*, and *case*; as,

'Faithful friends are a treasure.'

2. The adjective *like* is the *only adjective* that governs a case (*dative*).—*Latham*.*

3. *Other, rather, else, otherwise*, used as *comparatives*, and *all comparative forms* are followed by the word *than*, which takes the same case (*ejusdem generis*) after it as before it; as,

'He loved him better than me.'

'I could do it better than he.'

* This is not accurate. The adjectives *worth, old, high, broad, long*, and some say *nigh*, take after them, as *generally* stated, an *objective case*, governed *really* by a *preposition* understood; as,


'It is *worth* six shillings.'

'He is three years *old*.'

'The wall is fourteen feet *long, high, broad*.'

Goold Brown explains the government of *worth*, by supposing it a *preposition*! Such an explanation is unsatisfactory. An examination will prove that we are as much justified in asserting that these adjectives govern a *genitive case*, as that *like* governs a *dative*.

In Anglo-Saxon, such adjectives as *worth, old, high, &c.*, signifying *measure, value, age*, and the like, govern a *genitive*; and in French they are followed by the preposition *de*, which is equivalent to a *genitive relation*; hence in English we can only conclude that the case governed by these adjectives is *really a genitive* and not an *accusative*, for the construction must have come to us from one of these sources, most probably the former.

 The word *than* means *next*, and there is always an ellipsis in its use; thus,

(First) *I could do it better ^{than} (next) he* [could do it well].
 (First) *He loved him better next (he loved me well).*

By this method the *correct case* to follow *than* is always ascertained.

4. 'The' before the comparative is not the article, but an ablative case; as,

'The more, the merrier.'


i. e. *'By this the more, by that the merrier.'* Cf. Latin *eo, quo*.

5. The *first two* refer to one class, the *two first* to two different classes.

§ 6. Articles.

1. The Article, 'a' or 'an,' is merely 'one' in its simple signification. There is a difference, however, between the two words. We use 'one' when we speak *numerically*: we use 'a' or 'an' when we wish to *emphasize* not the *number* but the *description* of the thing spoken of.

2. *A* or *an* always implies *unity*, and can therefore never be used but in *speaking of one*, or in *speaking of many things collectively*; as,
'A thousand years in Thy sight are but as yesterday.'

 3. The article *a* has several meanings:

Sometimes it means *each*; as, 'once a year,' i. e. '*each* year.'

Sometimes it means *any*; as, 'If a man love me,' i. e. '*any* man.'

Sometimes it means *every*; as, 'It is good that a man should both hope and fear,' i. e. '*every* man.'

4. The *definite article* is prefixed to *plural adjectives* and *singular nouns* to represent *a class*, and to *singular adjectives* to form an *abstract noun*; as,

'Men call the proud happy.'

'The dog is more sagacious than the cat.'

'Idolatry is the worship of the visible.'

5. If we make a *comparison* between *two nouns* with reference to *a third*, *than* is followed by an *objective case* without the article, by a *nominative* with the article; as,

Object.

1. 'He would make a better statesman than lawyer.'

Nom.

2. 'He would make a better statesman than a lawyer.'

In (1) lawyer is an *objective case*; thus,

'He would make a better statesman than (he would make a) lawyer.'

In (2) A lawyer is a *nominative case*; thus,

'He would make a better statesman than a lawyer (would make).'

6. When *two or more nouns* are taken *collectively*, or describe *one person*, the article is used only before the first; as,

'The treasurer and secretary (one person).'

 If *different persons and things* are meant, the article is repeated before each; as,

'The treasurer and the secretary (two persons).'

 Sometimes, however, the article is repeated for the sake of *emphasis*; as,

'I returned a sadder and a wiser man.'

7. The *pronominal adjectives*, '*all, both, many, such, what,*' and *other adjectives when preceded by 'too, so, how,'* stand before the article; as,

'Ye see how *large a* letter I have written to you.'—*Gal.* vi. 2.

 The expression *many a time, &c.* will be discussed in chapter VII.

8. 'The' before the *comparative* is not an *article*, but an *ablative case*; as,

'The more the merrier;'

i e. 'By this the more, by that the merrier.'

§ 7. Pronouns.

1. *Pronouns* possess the same *gender, number, and person* as the nouns they represent.

2. The rules that regulate the *use of a singular verb* after *two or more nouns*, or *after a collective noun*, apply also to the *use of plural or singular pronouns*; as,

‘Everyone must judge of *his* own feelings.’

3. *My* and *thy* are used before a *noun*; *mine* and *thine* when the noun is understood, or begins with a vowel or *h* mute; as,

‘*Mine* eye also shall see *my* desire upon *mine* enemies, and *mine* ears shall hear *my* desire of the wicked that rise up against me.’—*Ps.* xcii. 11.

4. In such constructions as, ‘He said *that* it was good,’ *that* is usually termed a *conjunction*. It is really a *demonstrative pronoun*, and in *apposition* to the sentence *it was good*; thus,

‘He knew that (thing)’—viz. ‘*it was good*.’

5. The *demonstrative pronoun* ‘*this*’ when used with a *plural noun* and *adjective*, gives the expression a *collective force*, and hence the verb is in the *singular*; as,


‘This seven years *has* passed quickly.’

6. *Each, every, either, neither, no*, require the *verb* to be in the *singular*.

7. For the construction of *self*, vide chap. V. § 2, (d) p. 48.

§ 8. Relatives.

1. The *relative* agrees with its *antecedent* in *gender* and *number*.

 2. *Who, whose, whom* are used now with reference to *rational beings*; *which*, to *irrational beings, inanimate objects, and collective nouns*. *That* is a *general relative* used after any antecedent.

3. *Collective nouns*, which are followed by a *singular verb*, require

which. Nouns of multitude, which are followed by a plural verb, require *who*; as,

'The mob *which* followed the candidate *was* dispersed.'

'The clergy *who* assembled *were* then addressed.'

4. If *two* or *more* nouns are capable of being antecedents to a relative, the relative agrees with the nearest; as,

'Solomon, son of David, who slew Goliath' (correct).

'Solomon, son of David, who built the Temple' (wrong).

5. When *two* or *more* relative clauses refer to the same antecedent, and are connected by a conjunction, the relative must be repeated: so also must *possessive pronouns*, when the nouns they qualify are distinguished; as,

'Thus saith He who is, and who was, and who is to come.'

6. If a *nominative* come between the *relative* and the *verb*, the *relative* is governed by the *verb*, otherwise the *relative* is nominative to the verb; as,


'The man *whom* you saw.'

'The man *who* saw you.'

§ 9. The Verb.

1. When the *truth* of one *proposition* depends upon the *truth* of another, the sentence is said to be *hypothetical*; as,

'If thou read this, O Cæsar, thou mayest live.'—*Shakspeare*.

 The *clause* which contains the *condition* is called the *conditional clause*: 'If thou read this.' The *clause* which contains the consequence of the supposition is called the *consequent clause*: 'Thou mayest live.'

2. The *conditional clause* sometimes appears in the form of a question, or as an imperative; sometimes it is introduced by *were*, or *had*, or *would*. Sometimes it is omitted; as,

'Is any afflicted? let him pray.'—*St. James*.

'Prove that, and I will consent.'

3. A *preventing conditional clause* is introduced by *were it not for, were it not that, but for*; and is followed by the *subjunctive* in the *principal clause*.—Angus.

4. The *subjunctive mood* is used when *uncertainty* and *futurity* are implied;—

(i) After *if* and *although*, expressing *contingency* and *futurity*.

(ii) After *if, although, unless, except*, denoting a *supposition expressed* or understood; as,

‘Though He slay me, yet will I trust in Him.’

(iii) After an *imperative* with *lest* or *that*; as,

‘See that thou do it not.’

(iv) After *that*, expressing a *wish*; as,

‘Would that I had died for thee.’

5. The *infinitive mood* is governed (i) by a *verb*; (ii) by a *preposition*; as, ‘I will write;’ ‘I wish to write.’

6. Besides the auxiliary verbs *shall, will, may, can, let, &c.*, the verbs *behold, bid, dare* (neuter), *feel, hear, make, need, observe, perceive*, and *see*, govern an *infinitive mood directly*.

7. The *gerundial infinitive* in *ing*, or with *to*, represents the *A.—S. dative form*. It generally implies *purpose* or *fitness* when found after *nouns, adjectives, intransitive, and passive verbs*; as,

‘Apt to teach.’

‘Fools who came to *scoff*, remained to *pray*!’

8. The *gerund* also expresses *purpose*, when united to a noun in a compound word; as, ‘a walking-stick,’ i. e. ‘a stick for walking.’

9. The *gerundial infinitive* explains the following forms:—

‘He went *a hunting*.’

‘Hard *to bear*.’

‘What went ye out *for to see*.’

‘Sad *to say*.’

‘Fit for *teaching*.’

‘They are for *surrendering*.’

‘A house *to let*.’

‘He is *to start*.’

§ 10. The Participle.

1. *Participles*, being *verbal adjectives*, possess the *concord of adjectives*, and the *government of the verbs* to which they belong.

2. The *participles of transitive verbs* admit of degrees of comparison; as, 'more loving,' 'most amusing.'

 In this case they are treated as adjectives.

3. In *tenses* formed by the auxiliary verb *To Be*, the *participle* agrees with the *subject of the verb*; as,

'He is walking fast.'

4. In *tenses of transitive verbs* formed by the auxiliary *Have*, the *participle* agrees with the *object of the verb*; as,

'He has written the letter.'

5. *Gerunds* are *verbal nouns*, therefore they can be the *subjects* or *objects of verbs*, which *participles* cannot be; as,

Gerund.	Participle.
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'Writing is amusing.'

§ 11. Succession of Tenses.

1. Whenever the conjunction *that* expresses *intention*, and consequently connects *two verbs*, the second of which denotes an action which takes place *after* the action denoted by the first, the verb in question must be in the *same tense*; as,

"I *do* this that I *may gain* by it."

"I *did* this that I *might gain* by it."—*Latham*.

2. *Correlative subjunctive forms* may be gathered from the following:—

(i) 'If he *be* here, he *is* in this room, or I *will* find him.'

(ii) 'If he *have paid* the money it *is at* the bank, or *will be* found there to-morrow.'

(iii) 'If he *were* here, I *would* tell him.'

(iv) 'If he *had been* here, I *should have* found him.'

- (v) 'If he *were* (or *were to be*, or *should be*) rewarded, others *would be* encouraged by his success.'
- (vi) 'If he *should*, or *would*, or *were* to try, he *would* succeed.'
—Angus.

§ 12. General Remarks.

The *imperative*, the *infinitive*, with '*to*' and in '*ing*,' are sometimes used *absolutely*; as,

- 'Many boys, *say twenty*, were present.'
'*To tell* you the truth, I do not believe him.'
'*Judging at random*, there were over a hundred.'

§ 13. Conjunctions, Prepositions, Adverbs.

1. A *conjunction* is employed to *connect clauses*.

☞ In such expressions as '*two and two are four*,' *and* has the force of *with*, and is prepositional.

2. *If* governs both the *indicative* and *subjunctive*. With the *former* it means *since*; with the *latter*, *supposing that*. To ascertain the proper mood of the verb, insert immediately after the conjunction one of the two following phrases:—

- (i) '*As is the case*;' (ii) '*As may be the case*.'

When (i) is required, the *verb* should be in the *indicative mood*; when (ii) satisfies the expression, the verb must be in the *subjunctive mood*; as,

- 'If (as is the case) he is gone, I must follow him.'
'If (as may be the case) he be gone, I must follow him.'

3. *Although*, *though*, also govern the *indicative* and *subjunctive*.

4.* *Conjunctions* that are intended to express *uncertainty*, whether of *condition* (*if*, *unless*, *as*, *though*), of *concession* (*though*, *however*), of *purpose* (*in order that*, *lest*); or of *time*, *place*, *manner* (*wherever*, *whenever*, *until*), govern the *subjunctive*; as,

'Though He slay me, yet will I trust in Him.'—A.

* See § 9, 4.

5. *Than* is a conjunction, and takes the same case (*eiusdem generis*) *after it as before it*.

6. When conjunctions are used to connect clauses, each clause must make *complete grammatical sense*; as,

'He was more *beloved* (add, *than*), but not so much *admired*, as Cinthio.'

7. *Generally*, prepositions stand *before the words they govern*. They never stand before the relative '*that*'; when the sentence is *interrogative*, or the relative is omitted, they are placed *after the verb*; as,

'What did he do it for?'

8. The *word* or *phrase* which belongs to the governed word should always be so placed that the *connection* may be clear; as,

'Errors are committed by the most distinguished writers [with respect to shall and will].'

This should be written thus:—

'Errors with respect to shall and will are committed,' &c.

☞ For *Prepositional Constructions*, see Hiley's *English Grammar*.

9. *Adverbs* qualify *verbs*, *adjectives*, or other *adverbs*. When they stand alone, as, *yes*, *no*, *certainly*, they stand for a *whole sentence*. Sometimes they seem to qualify *prepositions*, *nouns*, or words belonging to other *parts of speech*; as,

'I hear the *far-off* curfew bell!'—*Milton*.

10. In *Anglo-Saxon*, and in *Greek* and *French*, two negatives *strengthen the negation*. In *English* and *Latin* they destroy one another.

11. *Ever* and *never* are often confounded. *Never* is an *adverb of time*; as, '*Seldom* or *never* has such misfortune happened. *Ever* is an *adverb* both of *time* and *degree*'; as, '*Ever* with thee,' '*Ever* so good.'

'Charm he *ever* so wisely' is better than '*never* so wisely,' though this last is admissible.

12. When the word *not* comes between an *indicative, imperative, or subjunctive mood*, and an *infinitive verb*, it is almost always taken with the word it follows.

13. From the time of Wycliffe to the time of Sir Thomas More, there was a minute *distinction* between *yea, nay*, and *yes, no*. *Yea* and *nay* answered *affirmative questions*; as,

'Will he come?' Ans. 'Yea,' or 'Nay.'

Yes and *no* answered *negative questions*; as,

'Will he not come?' Answ. 'Yes,' or 'No.'

CHAPTER VI.

FIGURES OF SPEECH.

1. **Definition.** FIGURES OF SPEECH are *peculiar forms of expression—recognised deviations from the ordinary forms, grammatical constructions, and literal meanings of words and phrases.*

2. According to this definition we ought to divide *Figures of Speech* into *Figures of Orthography, Figures of Syntax, and Figures of Rhetoric*. For general purposes it will be better to consider the last two divisions as *one*, so as to have but two classes, (i) *Grammatical or Etymological Figures*; (ii) *Figures of Speech*.

3. *Etymological Figures* are *modes whereby words undergo change, especially in process of formation or derivation.*

4. These *Figures* are—

(i) *Syncope*, whereby a word is abbreviated; as, *lord* for *hlaf-ord*.

(ii) *Metathesis*, whereby letters in the same word are interchanged; as, *nostrils* for *nose-thirles*; *brunt*, for *burnt*; *brid* for *bird*.

5. Three are ADDITIVE:—

- (i) *Prothesis*, whereby a letter or syllable is added to the beginning of a word; as, *espy* for *spy*.
- (ii) *Epenthesis*, whereby the insertion of a letter or letters, or a syllable, is made in the middle of a word; as, *furth-er* for *far-rer*.
- (iii) *Paragoge*, whereby an addition of a letter or letters is made to the end of a word; as, *soun-d* from *son*.

6. Three are SUBTRACTIVE:—

- 1. *Aphæresis*, whereby a letter or syllable is taken from the beginning of a word; as, *uncle* from *av-uncle*.
- 2. *Elision*, whereby a withdrawal is made from the middle of a word; as, *muster* from *mo-n-strare*.
- 3. *Apocope*, whereby a letter or syllable is taken from the end of a word; as, *sue* from *suivre*.

7. *Figures of Speech* are peculiar forms of expression.

- (i) *Pleonasm* is redundancy of expression; as,
‘I know thee, stranger, who thou art.’
- (ii) *Ellipsis* is deficiency of expression; as,
‘She went to St. Paul’s,’ i. e. ‘cathedral.’
- (iii) *Personification* is a *figure of speech* whereby we clothe qualities or inanimate objects with the attributes of life; as,
‘Hope spread her wings, and flew away.’
- (iv) *Simile* is the comparison of two ideas, and corresponds to a *ratio*; as,
‘Youth is like the spring.’
- (v) *Metaphor* (transference of ideas) is the comparison of *ratios* or *relations* of ideas, and corresponds to a *proportion*; as,
‘Youth is the spring of life;’
drawn out thus:—

Youth : life :: spring : year.

Sometimes the combination of the *extremes* gives us one metaphor, and the combination of the *means* another; thus, we talk of the 'spring of life,' and of the 'youth of the year.'

- (vi) *Synecdoche*, whereby we use part for the whole, and *vice versâ*; as,

'Ten sail appeared off our port.'

Here *sail* is used for ships.

- (vii) *Metonymy* is the use of *cause* for *effect*, or *vice versâ*; or the *symbol* for the *thing signified*; as,

'Flee the bottle,' i. e. 'the contents thereof.'

- (viii) *Hyperbole* is exaggeration; as,

'They built a tower to reach up to Heaven!' i. e. 'very high.'

- (ix) *Meiosis* is lessening or weakening the force of an expression; as,

'George is not very industrious,' i. e. 'he is very idle.'

- (x) *Antithesis* compares things contrary or different; as,

'Though deep, yet clear.'

8. Besides these, Latham gives two more, which he calls *convertibility* and *zeugma*.

1. *Convertibility* is the use of one part of speech for another, and is either,

(a) *Etymological*, or *permanent*; as, *seldom*, now always an adverb, formerly an old dative.

(b) *Syntactical*, or *temporary*; as, the use of the infinitive for the noun.

2. *Zeugma*, whereby a verb, &c., applicable to only one clause, does duty for two; as,

'They wear a garment like the Scythians, but a language peculiar to themselves.'—*Sir J. Mandeville*.

☞ If this were tolerated, much bad grammar would find shelter under Zeugma!

CHAPTER VII.

CRITICISMS AND CAUTIONS.

§ 1. Usage.

THE subject-matter of the following chapter is chiefly based on Dr. Crombie's *English Etymology and Syntax*, and on the works of Dr. Angus, of Mr. Washington Moon, and of Archbishop Trench. References made to these authors are characterised by the letters Cr., A., M., Tr.

1. *LANGUAGE* is antecedent to *Grammar*. *Law* and general *principles* are necessary before *rules* can be deduced from them. To deduce these rules is the province of the grammarian, and the law of a language to which he must make his appeal is *usage*.

2. The *usage* which gives law to a language, and which is generally denominated *good usage*, must be *reputable*, *national*, and *present*.

3. The following *CANONS* are laid down to guide us in *retaining* or *preferring* certain words or phrases:—

CANON I. When the *usage* is divided as to any particular words or phrases, and when one of the expressions is susceptible of a *different meaning*, while the other admits *only one* signification, the expression which is strictly *univocal* should be preferred.

EXAMPLES.—*Aught* for 'anything' is preferable to *ought*.
Scarcely, as an adverb, is better than *scarce*.

CANON II. In doubtful cases, *analogy* should be regarded.

EXAMPLE.—*Contemporary* is better than *cotemporary*.

CANON III. When expressions are in other respects equal, *that should be preferred* which is most *agreeable to the ear*.

CANON IV. When none of the preceding rules takes place, regard should be had to *simplicity*; thus, *to accept, approve, admit*, are preferable to *accept of, approve of, admit of*.

4. The following Canons regulate the decisions of grammar with reference to the *rejection of phraseology* which may be deemed objectionable:—

CANON I. All *words* and *phrases* particularly harsh, and not absolutely necessary, should be dismissed; as, *shamefacedness, unsuccessfulness, wrongheadedness*.

CANON II. When the etymology *plainly points* to a *different signification* from what the word bears, *propriety* and *simplicity* require its dismissal. For example, the word *beholden* taken for *obliged*, and *unloose* for *untie*, should be rejected.

CANON III. When words become *obsolete*, or are never used but in particular phrases, they should be repudiated, as they give the style the air of *vulgarity* and *cant*, and their general disuse renders them *obscure*.

EXAMPLE.—*By dint of argument; I had as lief go; a moot point, &c.*

CANON IV. All words and phrases which, *analysed grammatically*, include a *solecism*, should be dismissed; as, *I had rather go; which should be, I would rather go*.

CANON V. All expressions which, according to the established rules of the language, either have no meaning, or involve a contradiction, or according to the fair construction of the words convey a meaning different from the intention of the speaker, should be dismissed; such as, *he sings a good song*, i. e. he sings *well*.

5. These *Canons* taken from Campbell on *Rhetoric*, Dr. Crombie has fully explained in his excellent work.

§ 2. Grammatical Purity.

1. To write any language with grammatical *purity* implies three things:

1. That the words be all of that language.
2. That they may be construed and arranged according to the *rules of syntax* in that language.
3. That they be employed *in that sense* which *usage* has annexed to them.

2. *Grammatical purity* may therefore be violated in three ways.

1. The words may *not* be English. This error is called a **BARBARISM**.
2. Their construction may be *contrary to English idiom*. This error is called a **SOLECISM**.
3. They may be used in a sense different from their established acceptance. This error is termed an **IMPROPRIETY**.—Crombie, *Etym. Syntax*.

3. If we analyse grammatical errors more minutely, we find that they arise from the following causes:—

- (i) *Faulty definition*—misconception of the meaning of words.
- (ii) *Faulty classification*—confusing words belonging to different parts of speech.
- (iii) *Faulty ellipsis*.
- (iv) *Redundancy*.
- (v) *Faulty concord and government*.
- (vi) *Faulty arrangement or collocation of words*.

4. Of these errors the principal illustrations occur in

- (i) *Mistaking the adverb for the adjective*.
- (ii) *Misgovernment and false concord of pronouns*; especially
- (iii) *The false concord of relative and antecedent*.
- (iv) *The ellipsis of the article*.
- (v) *The erroneous collocation of words*; especially *misplacing the adverb*, and violating the arrangement of *correlatives* in the *corresponding clauses* of a sentence.

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Crombie

5. We now proceed to give a list of *general rules* and *cautions* bearing upon these points; a *selection* of such words in *common use* as are liable to *misconception*; a *list of words* and *phrases* alphabetically arranged, which suggest *criticism* or require explanation.

§ 3.

CAUTIONS, CRITICAL REMARKS, ETC.

I. Adverb.

1. ADVERBS are often made *adjectives* or nouns, though not elegantly; as,

‘The *then* ministry.’

‘Very God of very God.’

‘It is a long while ago.’—A.

 2. *Adverbs* in ‘ly’ from *adjectives* in ‘ly’ should be avoided; as,

‘That we may *godly* serve Thee.’

3. When *adverbs* are found in the same clause with several words, they must be closely connected with the words to which they belong. They are generally placed *before adjectives*, *after verbs*, and *between the auxiliary* and the *participle*.

4. Such *adverbs* as *totally*, *supremely*, *absolutely*, *universally*, &c., are not to be qualified by *so*, *more*, *most*, or by *any word* implying *comparison*.—M.

5. When the verb is *intransitive*, the adjective must be used; as, ‘She looks *cold*.’ When the verb is *transitive*, the *adverb* is to be used; as, ‘She looks *coldly* on him.’

6. The verb *To Be* in *all its moods and tenses*, generally requires the word immediately connected with it to be an *adjective*, and *not* an *adverb*; and consequently, when this verb can be substituted for any other without varying the sense or construction, that *other verb* must be connected with an *adjective*; as, ‘The rose smells *sweet*,’ not *sweetly*; for, if we substitute *is* for *smells*, we have ‘The rose is *sweet*.’

7. The misuse of the adverb for the adjective is a common blunder; as,

'They could *easier* get them by heart;' say, *more easily*.

'Use a little wine for thy stomach's sake and thine often infirmities.' Often is an *adverb*, and therefore wrong: we should say, *thy frequent* infirmities.

II. Adjective.

1. When *adjectives*, or their equivalents, deny *equality*, or affirm *inequality*, *neither term of the comparison should ever include the other*; as,


'I know *none* so happy in his metaphors as Addison.'

Addison is included in *none*, and therefore is not so happy as himself.—A.


2. When a *comparative* is used with *than*, the thing compared must always be *excluded* from the class of things compared; as,

'Jacob loved Joseph more *than* all his children;'

corrected, 'all his (*other*) children.'—A.

 3. Avoid the common blunder of confounding the *first two* with the *two first*, the *last two* with the *two last*.

III. Article.

 1. If *different persons or objects* are referred to, the article *must be repeated with each*; as,

'The wooden and iron bridge'=*one* bridge.

'The wooden and *the* iron bridge'=*two* bridges.

2. The *article* is never used in English before *virtues, vices, arts, and sciences; abstract quantities* defined not otherwise particularly; *terms* strictly limited by other definite words; *titles* used as *titles*, and *names* as *names*.

3. Since *a (an)* indicates *one thing of a kind*, it must not be used to denote the *whole kind*; as,

(Not) 'The unicorn is a kind of a rhinoceros;'

(But) 'The unicorn is a kind of *rhinoceros*.'

IV. Pronoun.

1. *Pronouns* and *collective nouns* which require a *singular verb* are followed by *singular pronouns*; as,

‘Everyone must judge of *his* (not *their*) own feelings.’

2. *Nouns of multitude*, which require verbs in the *plural* are followed by *plural pronouns*; as,

‘The clergy would not surrender *their* privileges.’

3. If *two* or more *pronouns* in one sentence* differ in *gender*, *number*, or *person*, the reference to each will be clear; but, if *they* agree, care must be taken that there be *no confusion*. Speaking generally the *nominatives* should all refer to the *same person*, and the *accusatives* to the *same*.—A.

4. As personal pronouns are often found in connected sentences in one of which the verb is omitted, and relative pronouns are often connected with two verbs in the same sentence, the use of them is peculiarly liable to errors. Such errors are most easily avoided by completing the sentence, or by analyzing it; e. g.

1. ‘Let you and I endeavour to improve the enclosure of the cave;’ say, ‘Let you and let me;’ ‘Let us.’

2. ‘If there be one character more base than another, it is *him* who;’ say, ‘That character is *he* who.’

3. ‘Between you and I (*me*) he is mistaken.’

4. ‘The nations not so blessed as thee (*as thou art*).’—*Thomson*.

5. ‘It is not for such as us (*as we are*) to sit with the rulers of the land.’

6. ‘Is she as tall as me (*as I am*).’—*Shakspeare*.

7. ‘There were a thousand in the French army who could have done it as well as him (*as he could*).’—*Napier*.

8. ‘Whom do men say that I am? (*That I am who do men say?*)’

9. ‘Who do you take me to be? (*me to be whom?*)’

10. 'Who servest thou under? (*whom?*)'

11. 'Who should I meet the other day but my old friend.'—*Steele.*

12. 'My son is going to be married to I don't know who.'—*Goldsmith.*


(*Whom*, in both cases).—*A.*

5. *Ye* is the nominative form of the pronoun, *you* the accusative. In Old English this distinction is carefully preserved. In Shakspeare it is not observed; by later writers it is reversed.—*A.*

6. Avoid the use of *that* for *when*; as,

'He tells them that the time should come *that* the Temple should be graced with the presence of the Messiah.' For *that* substitute *when*.

V. Relative.

1.  The *antecedent* to which a relative refers must be *perfectly obvious*. Hence no other word which might *grammatically* be interpreted as the antecedent *must intervene*.

2. An *adjective* should never be an *antecedent*. Avoid such expressions as,

'Homer is remarkably *concise*, which renders him lively and agreeable.'—*Blair.*


3. *Relatives* being *connective words*, do not admit *conjunctions* before them, unless there are two or more relative clauses to be repeated. Hence avoid such errors as, *And which*.

EXAMPLE.—'The principal and distinguishing excellence of Virgil, *and which* in my opinion he possesses beyond other poets, is tenderness.'

4. Vide *Syntax*, § 8, 5, p. 101.


5. Avoid such common errors as, 'Who do you speak to?' for 'Whom do you speak to?'

VI. Verb.

1.  Be careful about the use of the verb *Do*, as a substitute for other verbs. It ought to be so used only when the ellipsis of the preceding verb can be supplied; as,

‘I did not say as some do (*say*).’


‘I did not say as some have done (correct *said*).’

2.  Avoid the use of the verb *get*, *got*. It is generally redundant, or else used for a verb far *more suitable* than itself; as,

‘I have *got* a cold.’ Simply, ‘I have a cold;’ or, ‘I have caught a cold.’

‘I can’t *get into* the box;’ i. e. ‘*open* the box.’

3. If verbs are used in different *voices*, *moods*, and *tenses*, and are emphatically distinguished, the nominative, or its equivalent, must be repeated with each.

4.  Since conjunctions connect like constructions, *test* the *concord of subject with verb in each clause*.

5. Propositions *universally true* are generally put in the *present tense*, whatever tense precedes them.

6. The genitive form of the infinitive in *ing*, after a *possessive case*, is always *questionable*, and to be avoided; as,

‘What is the object of *your brother’s writing* so long a letter?’

7. SHALL and WILL. For the use of these verbs the following excellent rule is laid down: ‘If the speaker is *nominative* to the verb, and also *determines its accomplishment*; or, if he is *neither* the *nominative* to the verb, *nor determines its accomplishment*, the proper auxiliary is *will*,’ in every other case it is *shall*.—*M*.

8. How far back soever the *expectation* or *intention* may be referred, the *seeing* or *writing* must be considered as *contemporary*, or as *soon to follow*, but cannot, without absurdity, be considered as *anterior*; thus,


'I have lost this game, though I thought *I should have won it.*'
(Corrected). 'I have lost this game, though I thought I *should win it.*'

9.  Instead of 'I had rather go, say 'I would rather go.'


VII. Conjunctions, Prepositions, &c.

1. When *conjunctions* are used to connect *terms* or *phrases*, care must be taken that the *phrase* which is applied to the *two* makes grammatical sense with *each*; as,

'He was more beloved (*than*), but not so much admired as Cinthio.'—A.

2.  See that *correlative expressions*, such as *not only*, *but also*, are *similarly situated* in the clauses to which they belong.

3. A *few* having an *affirmative* meaning may be followed by *but*. *Few* having a *negative* meaning, does *not* admit the conjunction *but*.—M.

4.  *Cities, towns, countries, lands, islands*, take *of* after them. *Rivers* are *not* followed by *of*.

VIII. Collocation of Words, &c.

These rules are of frequent use and great value.

1. Words that express things *connected in thought* should be placed as *near to each other* as possible, unless another arrangement be required by the emphasis.

2. Where *words* or *clauses* are *so placed* as to be susceptible of a *double reference*, the construction (called '*construction louche*') must be *changed*.

3. Use as *few stops* as possible; depend upon the careful arrangement of words for a clear expression of meaning.

4. When *different things* have an *obvious relation* to each other in respect to the *order of nature* or *time*, that *order* should be regarded in *assigning* them their places in the sentence, unless the scope of the passages require it to be varied.—*Lindley Murray*, quoted by *Moon*.

§ 4. Proper Usage of certain Words.

AUGHT.—*Anything* (A.—Sax. *awiht*), should be so spelt, not *ought*.

ALL, WHOLE. *All* is *plural* and *collective*. *Whole* refers to the component parts of a single body, and is *singular*.

ALL, EVERY. *All* is *collective*. *Every* is *distributive*.

AMID, AMIDST, AMONG, AMONGST. *Among* originally signified one out of many; *amid* and *amidst*, *in the middle of*. Hence, then, *among* and *amongst* always imply *number*; *amid* and *amidst*, generally *quantity*: thus, '*among*, not *amidst*, these books I cannot find the one I want;' but not, '*I was out among* snow and rain.' In this last case, *amidst* would be the correct expression.

Amid and *amidst* also indicate that the thing specified is of a different class from those around it. *While*, *among*, and *amongst* are oftener applied to objects surrounded by those of the same class. We are said to be '*among* friends, but *amidst* enemies.'

AUTHENTIC, GENUINE. A *genuine* book is that which was written by the author whose name it bears. An *authentic* book relates matters of fact as they really happened.

BETWEEN, AMONG. *Between* is used when we speak of two: *among*, when we speak of more than two.

By, WITH, THROUGH. *Nearness*, *oneness*, *throughness* are the ideas suggested by these words. *By* belongs to the *agent*; *with*, to the *instrument*. When they both express means only, and not original agency, *by* implies that the means are necessary; *with*, that they are auxiliary only. *Through* implies that the means used form the appointed channel for the conveyance of the object named.—A.

By the BYE, BY and BY, GOOD BYE. In the phrase *By and by*, we have two *prepositions* connected by a *conjunction*; consequently, as prepositions express the relation between *words*, and *conjunctions* connect *clauses*, we have an ellipsis, which seems to be something of this kind: (Passing) '*By* (this time) *and by* (that time),' i. e. '*omitting present and immediate consideration*,' i. e. *presently*.

By the bye is a phrase totally different. The first *by* is a preposition; the second *bye* means 'a town,' 'a particular locality,' found in the affix *by*, as in *Derby*; also in the phrase, *bye-law*, or local law, and *byeword*, i. e. *town's talk*. The phrase therefore means, 'whilst passing by this place;' tantamount to saying, 'digressing from the general subject,' *this particular topic* (τόπος=place) suggests a similar idea.

Good bye is a corruption of the words *God be with you*.

BETWIXT, BETWEEN. *Betwixt* is ordinarily confined to places; *between* has a much more extended signification. We speak of 'what may happen *between* morning and evening,' of 'hesitating *between* opposite courses'; we could not use *betwixt* in these senses; but '*betwixt* the chair and the table,' '*betwixt* the road and the mountain,' would be quite correct. In poetry, however, these words are used indifferently.

BESIDES, ALSO, TOO, LIKEWISE. *Too* is a slighter and a more familiar expression than *also*, which has something in it more *specified* and *formal*.

Likewise has a rather different meaning. Originally it meant *in like manner*. It implies some *connection* or *agreement* between the words it unites. We may say, 'He is a *poet*, likewise a *musician*,' but not 'He is a prince, likewise a musician,' because there is no natural connection between the functions.

Also implies merely *addition*.

Besides is used rather when some *additional* circumstance is named after others as a kind of *afterthought*, and generally to usher in some new clause of a sentence; as, '*Besides* what has been said, this must be considered,' &c.—*Tr.*

BECAUSE, SINCE, INASMUCH AS, FOR, AS. These are all causal particles, i. e. they indicate a proposition *from* which something follows; they correspond conversely to the illative, which point out that which does follow.

Because (by cause) is now used in answer to *why?*—1st, as indicating physical sequence, 'from what cause?' 2ndly, by logical sequence, 'how is it proved?' 3rdly, 'for what purpose?'

Since is less formal than *because*; it also generally begins a sentence, or is understood at the beginning.

Inasmuch as has something of a qualifying power which the others do not possess. It is merely the same as *in as far*.

As is more incidental than *since*, and seems to take for granted what is stated. *As* seems to suppose its corresponding word *so* to follow; but unless some strict comparison is intended, it is generally omitted.

For is a lighter *because*.—*Tr.*

COMPLETELY, ENTIRELY. *Completely*, like *almost*, is used in questions of *degree*; *entirely* in those of *quantity*. Thus, we should say, 'I am completely (not *entirely*) tired.'

CONTEMPORARY, COTEMPORARY. Crombie says the former is preferable, and gives a rule that *con* is to be used before a consonant, and *co* before a vowel; thus, contemporary, coeval. This rule is not borne out by fact, for we say, *copartner*, *coreligionist*, *cobishop*, *cotrustee*, *cofounders*, &c.

CONTEMPTUOUSLY, CONTEMPTIBLY. We *speak contemptuously* of a person, i. e. *disrespectfully*. *Contemptibly* qualifies the verb, and means the *manner of speaking*, as *speaking*.

COMPOSURE, COMPOSITION. *Composure*, from *compose*, means *tranquillity*; *composition*, from *compound*, means to unite different elements.

DISPOSAL, DISPOSITION. The former is used when a *grant* or *giving away* is denoted, or the *management* of anything is to be expressed. The latter signifies *arrangement*, likewise *temper of mind*.

DISTINGUISH, DISCRIMINATE. We *distinguish one thing from another*; but we *discriminate between two or more things*.

To *distinguish* is merely to mark *broad* and *obvious differences*; to *discriminate* is to notice *minute* and more *subtle shades of difference*.

DISTINCTION, DIFFERENCE. We *make a distinction*, but we *explain a difference*.

EITHER, WHETHER. *Either* refers to *two only*, and means *one of two*; *whether* also refers to *two only*, and means *which of two*.

EXPOSURE, EXPOSITION. The former means the *manifestation* of something—the latter an *explanation*. Hence we speak of the *exposure of a fault*—the *exposition of a text*.

ELDER, OLDER. *Elder* is applied to *rational beings*; *older* to objects *animate and inanimate*.

EACH OTHER, ONE ANOTHER. *Each other* is used when we refer to *two*; *one another* to *more than two*.

EVER, NEVER, are often confounded. *Never* is an *adverb of time*; as, '*Seldom or never* has an English word two full accents.' *Ever* is an *adverb both of time and degree*; as, '*Ever with thee*;' '*Ever so good*.'

Seldom or ever is equivalent to *seldom or always*, or to *seldom or at any time*—evidently improper. '*Charm he never so wisely*' should be, '*Charm he ever so wisely*.'

EACH, EVERY, refer to one of many; the first *restrictively*, the second *universally*.

FARTHER, FURTHER. *Farther* is the comparative of *far*=*distant*, and is used when we speak of bodies *relatively at rest*; as, '*The sun is farther from the earth than the moon*.' *Further* is the comparative of *forth* (*foris*, beyond), and is used when *motion is implied*; as, '*He throws further than you*.'

IF, WHETHER. *If* means *given that*, and is a *conditional conjunction*; *whether* is an *alternative conjunction*, and means *which of two*—its correlative is *or*.

HIGHEST, UPPERMOST; LOWEST, NETHERMOST. When we refer to *dimension* we should say, *lowest or highest*; and when we refer to *site or situation*, we ought to say *lowermost or uppermost*.—*Cr.*

LESS, FEWER. *Less* refers to *quantity in bulk*, and is *singular*; *fewer* is the proper word to use when speaking of *numbers*, and is *plural*.

LIE, LAY; OVERLAIN, OVERLAID. *Lay* (perf.) *laid*, (active): *Lie*, (perf.), *lay*, 'to make to lie' (intransitive). These verbs are often used erroneously. Thus, '*He laid him, or himself, down*' is correct: but '*He laid down*' wrong;—say, '*He lay down*.' *Overlain* is sometimes wrongly used for *overlaid*; as, '*the child was overlain*.'

LIKE, AS. *Like* is an adjective expressing resemblance in *accidental qualities*: *as* is a conjunction of manner or degree expressing likeness. *Like* and *notwithstanding* are now used as *conjunctions*, though *not properly*; a usage that originates in the employment of them in Old English as prepositions with *that, as*; thus, 'Like (as) a father pitieth his children, so the Lord pitieth them that fear Him.'

If *as* and *that* are omitted, the use of *like* and *notwithstanding* as *CONJUNCTIONS* is very *questionable*.—A.

MUTUAL, COMMON. *Mutual* implies *reciprocity* between *two individuals* or *two parties*. *Common* implies *more than two*. Two persons may be *mutually friends*, but if a *third* be a friend to both, he is 'their *common* friend,' not 'their *mutual* friend.'

NATION, PEOPLE. *Nation* denotes a *race of men*, or *connection by birth or descent*; *people*, persons or men who form a *community*. The *people* of Saxony and Bavaria are a portion of the German *nation*. The Americans are not a portion of the English *people*, but in the true sense of the word *nascor* they are of the English *nation*.

NEARLY, ALMOST. There is a slight difference between these words: *nearly* is applied rather to questions of *quantity, time, and space*; as, 'It is *nearly* eight o'clock,' 'I walked *nearly* two miles.'

Almost might be used in the same way, but is more commonly appropriated to *questions of degree*; as, for instance, 'It is *almost* as white as snow.'

Almost is never used with a *negative*.

OVERFLOWN, OVERFLOWED. We say *overflowed* of rivers, not *overflown*. (*Flowed* is the participle of 'to flow,' *flown* of 'to fly.')

PURPOSE, PROPOSE. *Purpose* means to *intend*; *propose* signifies to *lay before, to submit to consideration*.

PROPOSAL, PROPOSITION. *Proposal* is a 'thing offered or *proposed*.' *Proposition* denotes 'a *position*,' or the *affirmation of any principle or maxim, or any ordinary assertion*.

PRIMITIVE, PRIMARY. *Primitive* is equivalent to *original*, and is opposed to *derivative* or *acquired*: *primary* is synonymous with *principal*, and is opposed to *secondary*.

OBVIOUS, APPARENT. *Obvious* means *evident*, and is opposed to *obscure*; *apparent* means *seeming*, and is opposed to *real*.

SCARCELY, HARDLY. *Scarcely* relates to *quantity*, *hardly* to *degree*, as, 'He is *scarcely* ten years old;' 'I shall *hardly* be able to finish the work.'

So, As. In *comparative clauses* of *equality*, *as* is both the *relative* and *antecedent*. But, when one of the parts differs from the other in *degree* the antecedent is *so*; as, 'John is *as* brave *as* James;' 'John is not *so* brave *as* James.' Generally *as* alludes to *likeness* and *similarity*, while *so* refers to the comparison of *extent* or *degree*.

TALENTED, GIFTED. The Dean of Canterbury, in his remarks on the 'Queen's English,' objects to these words. He assumes that they are *participles*, but they are simply *adjectives*, *ed* being a common adjectival suffix, as in *wooded*.

TOTAL, ENTIRE, WHOLE, COMPLETE. Nothing is *whole* that has anything taken from it: nothing is *entire* that is divided: nothing is *complete* that has not all its parts. *Complete* refers to the *perfection* of parts; *entire* to their *unity*; *whole* to their *junction*; *total* to their *aggregate*. A *whole* orange; an *entire* set; a *complete* facsimile; the *total* expense.

THEREFORE, WHEREFORE, THEN, ACCORDINGLY, CONSEQUENTLY. *Therefore* is 'for that reason,' or 'for those reasons;' *wherefore* is 'for which reason or reasons;' *then* indicates a less formal conclusion, and is often applicable to physical sequence. *Accordingly* is applicable to physical sequence only: both it and *then* often refer to a practical course following certain causes. *Consequently* is the most formal conclusion of the whole, though generally confined to a practical sequence.—*Tr.*

THOUGH, ALTHOUGH. *Although* is the stronger and more emphatic of the two, and is therefore generally chosen to begin a sentence.

WHILE, THOUGH. *Though* implies more of contrast in the parallels made than *while*. For instance, we should say, 'While I admire his courage, I esteem his mildness and moderation;' but 'Though I admire his courage, I detest his ferocity.'

WHICH, THAT. *Which* is used in speaking of a class generally, and

that when we mean to designate any particular individual of that class. *That* is applied to the antecedent immediately preceding the relative, and *which* to an antecedent sentence or part of a sentence.—*Tr.*

For further information consult *English Synonyms*, by the Archbishop of Dublin.

§ 5. Critical Remarks.

I. Words.

II. Phrases.

(i) Words.

The following are some of the principal words and phrases which suggest observations :—

ALSO. This adverb is very often misplaced in a sentence.

‘The first word of an example may *also* very properly begin with a capital.’

Better thus :

‘The first word of an example, *also*, may very properly begin, &c.’

‘The author *also* says in the same volume ;’

Correct :

‘The author *says also* in the same volume.’

BOTH. The position of this word in a sentence will be gathered from the following examples :—

‘Performing at the same time the offices *both* of the nominative and objective cases.’—*Lindley Murray.*

Here *both* is redundant. If both be retained ; say :

‘*And of the objective case.*’

‘The perfect tense and the imperfect tense, *both* denote a thing that is past.’—*Lindley Murray.*

Correct thus :

'Both the perfect tense and the imperfect tense denote a thing of the past.'

'The present, past, and future tenses may be used either definitely or indefinitely, *both* with respect to time and action.'—*Lindley Murray*.

Say rather :

'With respect *both* to time and to action.'

¶ 'In order that the meaning may not be doubtful, the adverb should be placed as *near as possible* to the *word* or *words* which it is intended to *qualify*.

'Secondly : In a compound sentence formed with the adverb *both* and the conjunction *and*, if *an article* or *a preposition*, or *both*, follow the adverb, then *that article*, or *that preposition*, or *both*, must be *repeated* after the conjunction.'—*M*.

EVEN is often misplaced ; thus :

'It is a frequent and capital error in the writings *even* of some distinguished authors.'

Say :

'In the writings of *even some* distinguished authors.'

Not. The position of this word is important, as the following examples show :—

'All that is favoured by good use is *not* proper to be retained.'—*Murray*.

Corrected :

'*Not all that*, &c.'

Not should never be separated from the *verb* to which it belongs ; as,

'*Not to have been dipped* in Lethe's lake
Could save the son of Thebes from to die.'

This should be :

'To have been dipped, &c. . . . *Could not save, &c.*'

ONLY. This adverb should generally be placed *after the verb, not before it*; otherwise the grammatical effect is to make *only* apply to the verb instead of to what follows the verb.—*M.* Thus it is better to combine *only when, only that, only in, only thus, only as*; ex.:

‘It is said that this can *only* be filled in *thus*.’

Corrected:

‘It is said that this can be filled in *only thus*.’

Where *only* occurs in connection with *one*, the words should not be separated.

OTHER THAN, OTHERWISE THAN. These are thus distinguished:

(Adjective) ‘He had no expectations *other than* good.’

(Adverb) ‘He never wrote *otherwise than* clearly.’

PROPERLY. ‘The colon may be *properly* applied in the three following cases:’

Corrected: ‘May *properly* be applied.’

Whether the adverb is placed before the auxiliary, or between the auxiliary and participle, depends upon the *meaning* we wish to express. If we mean that it is proper that certain rules should be written; our words may be arranged thus: ‘The rules should *properly* be written.’ If we wish to say that they should be written in a *proper manner*, then we must say, ‘The rules should be *properly* written.’

The same remark will apply to many other adverbs.

RATHER, when followed by *than*, should not be separated from it.

‘This mode of expression *rather* suits familiar than grave style.’

Say:

‘Suits a familiar *rather than* a grave style.’

SOON. In Shakspeare’s age *soon* meant *ad primam vesperam*; and this reference to the evening we find in the phrase, *going soon*

to bed. Quickly was then the positive of *sooner* and *soonest*.—*Marsh.*

QUANTITY is often erroneously used for *number*; as, 'a *quantity* of windows' for a '*number* of windows.'

TOMORROW is sometimes used as a noun. '*Tomorrow* will suit me equally well.' Say, '*The morrow*.'

FEW, A FEW. *Few*, written without the article, signifies something quite different from what it does when written with it; as,

'Few persons really believe it;' it is *incredible*.

'A few persons really believe it;' it is *not incredible*.—*M.*

LITTLE, A LITTLE.

'He thought little about it;' i. e. it was a matter of indifference to him.

'He thought a little about it;' i. e. it was not a matter of indifference to him.—*M.*

A MANY, MANY A. 'Though we say a *multitude*, which means *many*, we never say a *many*.'—*Moon*. One is tempted to ask, why not?

Mr. Moon continues: 'Yet, by a strange caprice of idiom, we say, a *great many*.'

'Many,' says Lowth, 'is chiefly used with the word *great* before it.' G. Douglas uses the expression, *a few meny*.

The confusion about this word seems to have arisen from its disputed etymology. Some derive it from N.-French, *mesnie* = a *mixed multitude*, a *company*, a *household*; others from A.-Saxon, *manig* (adjective). It does not seem to have occurred to grammarians that both derivations are correct, and that we possess in reality *two distinct words*, which have accidentally assumed the same form; the one *many*, a noun from *mesnie*; the other *many*, an adjective from the Saxon *manig*. Hence when we say, a *great many*, we mean a *great multitude*, and *many* is the *noun*. If this explanation be borne out by fact, as a reference to the history of the word will prove, what error can there be in saying a *many*?

'Full many a flower is born to blush unseen.'

The expression, *many a flower*, presents greater difficulties. To arrive at an explanation of the phrase, we must appeal to the meanings which *a* possesses when similarly situated.

The special meanings of *a* when not an article are,

Of as now-*a*-days = now-of-days.*

On „ he went-*a*-hunting = on hunting.

Each „ three times *a*-year = each year.

Any „ ‘If *a* man love me’ = if any man love me.

Every „ ‘It is good that *a* man should both hope, and quietly wait for the salvation of the Lord,’ i. e. every man.

To interpret the phrase *many a man*, Horne Tooke suggests that *a* means *of*, and *many* is the noun; thus, according to him, *many a man* is a corruption of *many of men*. Archbishop Trench favours this explanation.†

Although, with the exception of the word *nowadays*, we cannot find any instance of *a* used for *of*, the use of *a* for *on* is clear; and it is not uncommon, at the present time, to meet with the use of *on* for *of* in vulgar phraseology; as, ‘I am glad *on* it,’ for ‘I am glad *of* it;’ ‘He did half *on* it,’ for ‘He did half *of* it,’ &c. &c. This will help us to understand how the corruption would naturally take place.

LEARN, in the Psalms, means *teach*; as, *learn* me, i. e. *teach* me.

Prevent, in the Collect, ‘*Prevent* us, O Lord,’ &c., means *go before*; ‘Our most *religious* and gracious queen;’ *religious* means here, *sacred in person*.

(ii) Phrases.

It am I. ‘*The wages of sin is death.*’

Sometimes the noun following a neuter or passive verb is regarded as the nominative; and with it the verb is made to agree;

As, in interrogatives, ‘*Who art thou?*’

And in Old English, ‘*It am I,*’ ‘*It ben the sherrefes men.*’

Chaucer.

* This is regarded by some as corrupted from ‘now-on-days,’ i. e. ‘now in these days.’

† In A.-S. the adjective *manig* agreed with its noun in the singular; as, *manig man*. It seems probable that the guttural sound of the *ig* gave rise to the sound of *a* which follows *many*.

'His pavilion *were* dark waters.'—*Ps.* xviii. 11.

'The wages of sin *is* death.'

In the last example, *wages* may be a singular. Dr. Richardson's *Study of Language*.

It is me. It is him, vide chap. V. § 4, 2.

It is I, your master, who { *command*
 commands } *you*.

The question is whether the verb should be *command* or *commands*, i. e. what is the *antecedent* to 'who'?

In the first place, there ought to be no ambiguity, and the construction should be altered.

In the next place, according to rule, the relative agrees with the *nearest* antecedent, i. e. *master*, therefore, the verb should be *commands*.

If it is said, *your master* is in apposition to *I*, put it in a parenthesis, and avoid all difficulty: thus, *It is I (your master) who command you*.

Of this expression, Latham says:

'This brings us to the following question: With which of the two antecedents does the relative agree? with *I*, or with *master*?'

This may be answered by the two following rules:—

Rule 1. When the two antecedents are in the *same proposition*, the relative agrees with the *first*; thus,

1. It is I, your master,
2. who command you.

Rule 2. When the two antecedents are in *different propositions*, the relative agrees with the *second*; thus,

1. It is I,
2. your master, who commands you.

This position of the antecedent is determined by the *connection* or *want of connection*, between the substantive antecedent and the verb governed by the relative.

In the expression, the word 'master' is *logically connected* with the word 'command;' and this fact makes the expression, 'It is I, your master, who *commands* you,' the better of the two.
—*E. Language*, vol. ii. p. 376.

Three times three $\left\{ \begin{array}{l} \text{is} \\ \text{are} \end{array} \right\}$ *nine*. 'Plurality being evidently implied, the plural verb seems more consonant with our natural conception of numbers, as well as the idiom of our language.'—*Cr.*

Fare thee well. This familiar expression, which has the authority of Byron, is wrong. We *should* say, 'Fare *thou* well.'

The words are $\left\{ \begin{array}{l} \text{as follow.} \\ \text{as follows.} \end{array} \right\}$ Crombie, Morell, Allen, and others favour the form *as follow*, on the ground that *as* is a relative, and therefore the verb must be plural. Angus says the expression *as follows* is preferable, for admitting that, if *as follow* is used, *as* is a relative, he observes it is not so used in English in *any other case*; the expression is now adverbial, like *as regards*, or *so far as concerns*.

Try and think. This common expression should evidently be, *try to think*.

'*Satan than whom none higher sat*.' This quotation from Milton has given occasion to some controversy. Latham observes with respect to it, 'The following is a practical rule for determining doubtful constructions:—

- (a) 'Reduce the sentence to the several propositions (which are never less than two) which it contains.
- (b) 'Replace the relative by its equivalent personal or demonstrative pronoun, or by its equivalent substantive.
- (c) 'The case of the demonstrative or substantive is the case of the relative also.' Thus we have:

'Satan spake; none sat higher than he sat.'

'Satan spake; none sat higher than Satan sat.'

Hence the expression should be—

'Satan than *who*

None higher sat.'

This also coincides with the rule given respecting *than* after a comparative, *q. v.*

In respect to, In respect of. Avoid the latter expression. Marsh says, 'Old writers sometimes say *respectively to*. This is now disused; but *relatively to* is by no means unfrequent, and *in respect of*, used in this sense, is just as gross a violation of English grammar as to write *relatively of*, or *in reference of*.'—*Lectures on E. Lang.*

'Thou canst not tell whence it cometh, { ^{or} _{nor} } whither it goeth.'

'We will not serve thy gods, nor worship the golden image.'—Dan. iii. 18.

There is a dispute among grammarians concerning the adoption of *or* or *nor*, when any other negative than *neither* or *nor* occurs in the preceding clause or phrase, and Gould Brown cites a goodly array of authors who advocate contradictory opinions.

Dr. Angus says, 'During a considerable period in the history of our language, double negatives with a negative sense were common.' . . . 'If the two negatives belong to different clauses, we may use them both.' *Or* can be used in such cases, and the negative will then extend over both clauses.

The dispute seems to rest ultimately upon the definition of a conjunction. Those who define a conjunction as a 'word connecting clauses,' must of course defend the use of *nor*. Those who assert that 'a conjunction connects words as well as clauses,' are justified in using *or*.

APPENDIX I.

List of Strong Verbs.

STRONG VERBS may be divided into three classes.

- (i) Those which have one form to express *the present, past tense, and perfect participle.*
- (ii) Those which have two forms to express these three parts.
- (iii) Those which have three forms to express these three parts.

Class 1. Those which have the same form for *present* and *past tenses* and *perfect participle.*

<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>P. Participle</i>
Beset	Beset	Beset	Rid	Rid	Rid
Burst	Burst	Burst	Set	Set	Set
Bestead	Bestead	Bestead	Shed	Shed	Shed
Cast	Cast	Cast	Shut	Shut	Shut
Cost	Cost	Cost	Shred	Shread	Shread
Cut	Cut	Cut	Slit	Slit	Slit
Hit	Hit	Hit	Spread	Spread	Spread
Hurt	Hurt	Hurt	Split	Split	Split
Let	Let	Let	Thrust	Thrust	Thrust
Put	Put	Put	Sweat	Sweat	Sweat

Class 2. Those which have *two different forms* to express the *present tense, past tense, and perfect participle.*

<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>
Abide	Abode	Abode	Bleed	Bled	Bled
Awake	Awaked or awoke	Awaked	Breed	Bred	Bred
Beat	Beat	Beaten	Cling	Clung	Clung
Bend	Bent	Bent (O.-E. bended)	Come	Came	Come
Bind	Bound	Bound	Curse	Cursed or curst	Cursed or curst
			Dig	Dug	Dug

<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>
Feed	Fed	Fed	Meet	Met	Met
Fight	Fought	Fought	Read	Read	Read
Find	Found	Found	Run	Ran	Run
Flee	Fled	Fled	Shine	Shone	Shone
Fling	Flung	Flung	Shoot	Shot	Shot
Get	Got	Got	Sit	Sat	Sat
Grind	Ground	Ground	Slide	Slid	Slid
Hang	Hanged or hung	Hanged or hung	Sling	Slung	Slung or slung
Hold	Held	Held	Speed	Sped	Sped
Keep	Kept	Kept	Stand	Stood	Stood
Knit	Knitted or knit	Knitted or knit	Stick	Stuck	Stuck
Lead	Led	Led	Sting	Stung	Stung
Lend	Lent	Lent	Swing	Swung	Swung
Make	Made	Made	Wind	Wound	Wound
			Wring	Wrung	Wrung

Class 3. Those which have three different forms for the three principal parts of the verb.

(With these verbs some are classed that have *weak* preterites.)

<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>
Arise	Arose	Arisen	Draw	Drew	Drawn
Bear (to carry)	Bore or bare	Borne	Dress	Dressed	Drest
Bear (to bring forth)	Bore or bare	Born	Drink	Drank	Drunk
Begin	Began	Begun	Drive	Drove	Driven
Bid	Bade	Bidden	Eat	Ate	Eaten
Bite	Bit	Bitten or bit	Fall	Fell	Fallen
Blow	Blew	Blown	Fly	Flew	Flown
Break	Broke	Broken	Forsake	Forsook	Forsaken
Chide	Chid	Chidden	Freeze	Froze	Frozen
Choose	Chose	Chosen	Freight	Freighted	Freighted or freight
Cleave (to cleave to)	Cleave or cleaved	Cleaved	Give	Gave	Given
Cleave (to split)	Clove or cleft	Cloven or cleft	Grave	Graved	Graven
Crow	Crew	Crowed	Grow	Grew	Grown
Dare (to venture)	Durst or dared	Dared	Hew	Hewed	Hewn
			Know	Knew	Known
			Load	Loaded	Loaded, loaden or laden
			Lie	Lay	Lain

the present,

these three

these three

sent and past

P. Participle

Rid
Set
Shed
Shut
Shread
Slit
Spread
Split
Thrust
Sweat

express the

P. Participle.

Bled
Bred
Clung
Come
Cursed or curst
Dug

<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>
Mow	Mowed	Mown	Spin	Span or spun	Spun
Ride	Rode	Ridden	Spit	Spat	Spit
Ring	Rang	Rung	Spring	Sprang	Sprung
Rise	Rose	Risen	Steal	Stole	Stolen
Rive	Rived	Riven	Stink	Stank or stunk	Stunk
Seethe	Seethed	Sodden or seethed	Stride	Strode	Stridden
Sew	Sewed	Sewn	Strive	Strove	Striven
Shake	Shook	Shaken	Strow, strow	Strewed or strowed	Strewed or strown
Shape	Shaped	Shapen	Swear	Swore or sware	Sworn
Shave	Shaved	Shaven	Swell	Swelled	Swollen or swoln
Shear	Sheared	Shorn or sheared	Swim	Swam	Swum
Show	Showed	Shown	Take	Took	Taken
Shrink	Shrank	Shrunk or shrunken	Tarive	Throve	Thriven
Sing	Sang	Sung	Throw	Threw	Thrown
Sink	Sank	Sunk	Tread	Trod	Trodden
Slay	Slew	Slain	Wax	Waxed	Waxen
Slink	Slank	Slunk	Wear	Wore	Worn
Smite	Smote	Smitten	Weave	Wove	Woven
Sow	Sowed	Sown or sowed	Write	Wrote	Written

P. Participle.

Spun
Spit
Sprung
Stolen
Stunk

Stridden
Striven
Strewed or
 strown
Sworn

Swollen or
 swoln
Swum
Taken
Thriven
Thrown
Trodden
Waxen
Worn
Woven
Written

APPENDIX II.

Redundant Verbs.

REDUNDANT VERBS are those which have more than one form for the *past tense*, or *perfect participle*, or both.

<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>P. Participle.</i>
Bear (to carry)	Bore or bare	Borne	Load	Loaded	Loaded, loaden or laden
Bear (to bring forth)	Bore or bare	Born	Saw	Sawed	Sawed or sawn
Bite	Bit	Bitten or bit	Seethe	Seethed	Sodden or seethed
Cleave (to cling; to)	Clave or cleaved	Cleaved	Shear	Sheared	Sheared or shorn
Cleave (to split)	Cleft or clove	Cleft or cloven	Spin	Span or spun	Spun
Dare (to venture)	Durst or dared	Dared	Stink	Stank or stunk	Stunk
Freight	Freighted	Freighted or fraught	Strew	Strewed or strowed	Strewed or strown
Hang	Hanged or hung	Hanged or hung	Strike	Struck	Struck or stricken
Hide	Hid	Hidden or hid			
Knit	Knitted or knit	Knitted or knit			

PART II.

ETYMOLOGICAL DERIVATIONS.

CHAPTER I.

INFLEXIONS.

§ 1. Nouns.

1. Cases.

Gen. IS or ES; as, *kinges horse*, i.e. *king's horse* (A.-S. *es*).

Dat. OM, UM, M; as, *whilom, him, them, whom* (A.-S. *um*).

[The *m* in this suffix, according to Richardson, is *Hom-o*]

2. Gender.

ER, AR, OR, signify male agent. (A.-S. *wer*, a man; or, *Ær*, the front, the prime person, or agent.) See below ER of the comparative.

STER, female agent, denotes guidance, direction, (A.-S. *steoran*, to guide or steer); used also as a diminutive of depreciation and contempt; as, *youngster, punster*.

ESS (N.-F. fem. suffix from Lat. *ix*).

ER, male agent (A.-S. corrupted from *a* or *e*); as, *hunté*, now hunter.

STRESS = ster+ess, double fem. termination (Sax. and Nor.); as, *seamstress, songstress*.

INE, Greek fem.; as, *heroine*; EN, Germ. fem.; as, *vixen*, from *fuchsen*.

3. Number.

- EN (A.-S. *an*, pl. suffix); as, *brethren*; reckoned strong.
 ER (A.-S. *ru*, now *ry*), a suffix implying collectiveness; as, *yeomanry*.
 ES (A.-S. *as*, pl. suffix; also, N.-F. in *x*); whence the general modern pl. suffix *es*, as suiting both languages.

4. Diminutives.

- EL as shovel.
 EM „ stream.
 EN „ chicken.
 ER „ splinter.
 ET „ lancet.
 OCK „ hillock.
 OW „ shadow.
 ING „ farthing.
 ULE, }
 CULE, } icicle (Lat.).
 ICLE, }
 ISK as asterisk (Gr.)

Other diminutive suffixes are formed by combinations of these elementary diminutives; as,
 KIN=ock + en, as *mannikin*.
 LET=el + et „ *streamlet*.
 REL=er + el „ *pikerel*.
 KLE=ock + el „ *knuckle*.
 ROCK=er + ock „ *laverock*=lark.
 LING=el + ing „ *duckling*.

5. Augmentatives.

- ARD as drunkard } of Goth. origin (O.-H. Germ.) *hart*.
 ART „ braggart }
 OON „ balloon }
 ONE „ trombone } of Italian origin.
 ION „ stanchion }

6. Patronymics.

- ING as *Harding*, *ing* (A.-S.) denotes descendant, or son of.
 SON „ *Johnson* } (Eng.)
 S „ *Richards* }
 FITZ „ *Fitzroy* (N.-Fr.)
 MAC „ *Macdonald* (Scotch Gaelic).
 O „ *O'Conner* (Irish).
 AP OF P „ *Price*=*Ap-Rees*=from *Rees* (Welsh).

7. General Noun Terminations.

- ADE (A.-S. a'd, a pile), continuity; as, *arcade, balustrade*.
 HEAD, HOOD (A.-S. hád), person, form, quality, condition; as, *childhood*.
 DOM (A.-S. dom.), doom, judgment; as, *wisdom*.
 EE (derived from French past. part. in *é*; as, *assigné*), implies office, as, *trustee*.
 ING (A.-S. ung), denotes *being*; as, *evening, morning*.
 NESS (A.-S. næs), a nose, or promontory—prominent quality; as, *idleness*.
 RED (A.-S. ræd), counsel, advice, whence society; as, *kindred*.
 RIC (A.-S. rice); kingdom; as, *bishopric*.
 SKIP } (A.-S. scyppan), to fashion, or form.
 SHIP } " " " " as, *friendship*.
 SCAPE } " " " " as, *landscape*.
 Y (A.-S. e) signifies place; as, *smithé*, now *smithy*.
 WICK (A.-S. wic, or wyc), a village; as, *bailiwick*.

8. Classical and N.-French.

- AGE (Lat. agere), act, state, or condition; as, *bondage*.
 ACY (Lat. acia, from adjective in *ax*, *acis*), has the meaning of *ac*, or *ic* (add), signifies office; as, *magistracy*.
 ARY, ORY (Lat. ar-is, arius, orius, urus, same force as *er*, *q. v.*), applied to person or place; as, *granary, lapidary*.
 CE } (Lat. tia), abstract quality; as, *licence*.
 CY }
 TY (Lat. tas), abstract quality; as, *liberty*.
 TUDE (Lat. tudo), abstract quality; as, *magnitude*.
 IAN (Gr. *ιος*), relating to, or belonging to; signifies profession; as, *musician*.
 ST (Gr. *ιστης*), agent, or person; as, *sophist*.
 MEN } (Lat. mens, mentum, moneo), signifies meaning, or intention;
 MENT } thus, *testimony, testament, alimony, aliment*, differ merely in
 MONY } their application. Anything meant to testify, to nourish.

TURE, SURE (Lat. *ura*), abstract quality; as *tincture*.
 OUR (N.-Fr. *eur*; Lat. *or*); as, *ardour*.
 ION (Lat. *io*), abstract idea; as, *action*.

§ 2. Adjectives.

1. Terminations (Saxon).

EN (A.-S. *an, en*), means *one*, or *united to*; as, *golden ring*, generally, *made of*.
 ED (A.-S. *ad, od*), means *add*, or *join*; as, *wooded*=add wood.
 Y (A.-S. *ig*, from *eacan*, to *add*)=join; as, *woody*=add wood.
 ERN (A.-S. *ærn*, a *place*); as, *southern*.
 ERLY, contracted from *ernly*; as, *southernly*; *ly*=like.
 FOLD (A.-S. *fealdan*, to *multiply*, *feald*=many); as, *manifold*.
 FULL (A.-S. *fyllan*, to *fill*); as, *faithful*.
 ISH (A.-S. *isc*, or *ics*), denoting the external quality of a thing; as if from *ic*, *es*=add it. Also a *national appellative term*; as, *coldish, Irish*.
 LESS (A.-S. *leosan*, to *loose*, to *dismiss*), means *without*; as, *sleepless*.
 LY (A.-S. *lic* or *like*); as, *manly*.
 SOME (A.-S. *sum*, from *somnian*, to *collect*); as, *winsome*.
 WARD (A.-S. *wardian*=to *look at*); as, *homeward*.

2. Chief Classical Terminations.

AL, from Lat. adjectives in '*alis*'; as, *equalis*.
 ANT, ENT „ '*ans*,' '*ens*;' as, *elegans*.
 ABLE, IBLE „ '*bilis*;' as, *visibilis*.
 FIG, FEROUS „ '*ficus*,' '*ferus*;' as, *horrificus, pestiferus*.
 *OUS, OSE (full of) „ '*osus*;' as, *verbosus*.
 TORY, SORY „ '*torius*,' '*sorius*;' as, *migratorius*.

* *ous* in *righteous* is *Saxon* not *Latin*; the word being corrupted from *right-wis*=*right-wise*.

IVE	"	'ivus;' as, <i>captivus</i> .
AN	"	'anus;' as, <i>humanus</i> .
ID	"	'idus;' as, <i>timidus</i> .
PLE, BLE	"	'plex;' as <i>triplex</i> .
QUE (Fr.)	"	'quus;' as, <i>obliquus</i> .

3. Plurals.

The plural suffix of adjectives was *e* in O. E. as *alle*, pl. of *all*.

Some assert that *these*, *those*, are such plural forms: *these* from *this* or *thes*.

4. Comparative and Superlative Affixes.

ER (A.-S. *ær*=front), signifies *duality* and *prominence*, found in the word *h-er-o*.

SE, as in *worse*, *less*, Goth. comparative suffix, found only in these words.

EST, superlative suffix; as if *es-ed*, which would mean *add it*.

MORE } possibly derived from *mow* (A.-S. *má*), a *heap*; as *barley-mow*.

MOST } *more*=*má-er*, a *bigger heap*; and *most*=*má-est*, *biggest heap*.

In Shakespeare and earlier writers *more* was written *moe*.

5. Irregular Comparisons.

Pos.	Com.	Superl.
GOOD (A.-S. <i>god</i>).		
[BET] (A.-S. <i>betan</i>), to <i>improve</i> ,	better,	bestest, or best.
BAD (A.-S. <i>badian</i>), to <i>seize in distress</i> , to <i>worsen</i> .		
[WAUR] (A.-S. <i>weor</i> = <i>bad</i>),	worse,	wor-est, worst.
MUCH=mo-c-el, <i>muckle</i> =mow-like=heap-like.		
MANY { (A.-S. <i>manig</i> , N.-Fr. <i>mesnie</i> , a <i>multitude</i>)	more,	most (vid. sup.).
LITTLE (A.-S. <i>lit</i> , <i>small</i>), { <i>litse</i> (A.-S. <i>læssa</i>), less, lesser,		least (A.-S. <i>læst</i>).
LATE (A.-S. <i>latian</i> , to <i>delay</i>),	later, latter,	latest, last.
FORE=front,	former=for-ema-er,	for-m-ost, forest, first.
NIGH (A.-S. <i>neah</i>),	nearer (A.-S. <i>nearra</i>),	nearest, next, (A.-S. <i>neahst</i>).

FAR (A.-S. feor, *at a distance*), far-th-er, far-th-est.
 FORTH (Lat. foris=*beyond*), further, furthest.
 OLD } (A.-S. eld=*age*), { older, oldest.
 ELD } { elder, (A.-S. ældre), eldest, ealdest.
 OUT (A.-S. ut), outer, utter, outermost, utmost.
 [RATHE] (A.-S. rath), *swift, early*, rather [rathest].

6. Numerals.

CIPHER (Arabic, saifra, *empty*).
 ONE (A.-S. án).
 TWO (A.-S. twá).
 THREE (A.-S. thri).
 FOUR (A.-S. feower).
 FIVE (A.-S. fif).
 SIX (Lat. sex).
 SEVEN (A.-S. seofon, Lat. septem).
 EIGHT (A.-S. eahta).
 NINE (A.-S. nigon).
 TEN (A.-S. tynan, *to complete*).
 ELEVEN (A.-S. endlufon=*one left*).
 TWELVE (A.-S. twalufon=*two left*).
 HALF (A.-S. healf).
 QUARTER (Lat. quartus).
 THIRTEEN=three-ten, i.e. *ten added to three*.
 TWENTY=twain-tig, tig=*ten times*.
 HUNDRED (A.-S. hund=10) some syllable seems to be lost.
 THOUSAND (A.-S. pusend). The A.-S. pusend is nothing but the more complete Mæso-Goth. 'tigos hund,' or 'taihuns hund,' viz. *ten times hundred*.—*Bosworth*.
 TITHE (A.-S. tith or tyth, *a possession or holding*).
 RIDING=trithing, *a third part*.
 FARTHING=fourth-ing=*little fourth part*.
 FOURTH } (A.-S. feowertha), the suffix *th* in these words is in
 FIFTH } A.-S. ta or tha.
 &c. }
 BOTH (A.-S. ba-twa or butu), ba=*both*, twa=*two=both the two*, or *by twos*.

ONCE (A.-S. an-es), now an adverb, formerly an old genitive.
 TWICE=twies (A.-S. twi), now an adverb, formerly an old genitive.
 THrice=thries (A.-S. thri) „ „
 TWAIN (A.-S. twégen).
 ONLY=onelike.
 ATONE=to be at one.
 ALONE=all one.
 ONE (*adj.*), A.-S. an; (*noun*), Fr. on, Lat. home.

§ 3. Pronouns

I (A.-S. ic, Ger. ich).
 THOU (A.-S. thu), connected with *two*.
 HE (A.-S. He).
 SHE (A.-S. seo and heo): the former gives *she*, the latter *hoo*;
 Lancash. dial. *for she*.
 IT (A.-S. hyt), possibly from hœt=*the said*, from hátan, *to name*.
 MINE (A.-S. min). gen. of *ic*, as if formed *my-en*, *en* being adject.
 suffix.
 THINE (A.-S. thin), gen. of *thu*, as if formed *thy-en*, *en* being adject.
 suffix.
 HIS (A.-S. his), gen. of *he*.
 HER (A.-S. hyre).
 ITS, gen. of *it*. *His* formerly did duty for *its*, which was introduced after the completion of the authorised version of the Scriptures, circa 1640.
 OUR (A.-S. ure), gen. of *we*; as if, *we-er*.
 YOUR (A.-S. eower); as if, *you-er*.
 THEIR (A.-S. hyra); as if, *they-er*.
 WHO (A.-S. hwa), connected possibly with heáwan, *to hew*. The relative represents the antecedent, as, *an image does the original*.
 WHICH (A.-S. who + like).
 WHAT (A.-S. hwæt), neuter of *who*.
 THE, THIS, possibly from thean,* *to take*.—Horne Tooke.
 THAT. Tooke derives it from the p. part. of the same verb.
 SELF (A.-S. sylf) = *the same*.

* So written in Richardson's *Study of Language*: þicgan, þigan.—Bosworth.

OWN (A.-S. *ágen*), from *ágan*, to have or hold.
 ANY (A.-S. *an-ig* = add one).
 ENOUGH (A.-S. *genogan*), to satisfy.
 SOME (A.-S. *somnian*), to collect.
 DIVERS (Lat. *diversus*), different.
 EACH (A.-S. *ea-ilk* = one like); *ilka* means the same.
 EVERY (A.-S. *æfre*), always; *y = ig* = add.
 SUCH (A.-S. *swa* = so + like).
 AUGHT (A.-S. *a whit* = a bit).
 NAUGHT (A.-S. *no whit* or *no bit*).
 EITHER (A.-S. *athor* or *auther* = one of two).

Pronominal Adverbs.

Nominative	Genitive Form	Dative Form	Accusative Form	Ablative Form	Comparative Form
HE	Hence	Here	...	How	Hither
THE	Thence	There	{ Then Than }	Thus [for thi]	Thither
WHO	Whence	Where	When	Why	Whither

A.-S. *r*, *ra*, *e*, signify *rest in*; *her* = here; *pær* = there; *hwær* = where.

DER (motion to): *hi-der* = hither; *pi-der* = thither; *hwi-der* = whither.—Vernon's *Anglo-Saxon Guide*.

§ 4. The Verb.

1. Principal Prefixes.

A, before verbs gives a transitive force; as, *await* = wait on.

A, gerundial prefix = on; as, *a-hunting* = on-hunting.

BE = by, and gives a transitive or reflective force; as, *behave* = be-have.

FOR (Lat. *foris*, out of, or beyond); as, *forget*, *forbid*, *get forth*, &c.

AND or AN = against; as, *answer* = swear against.

FORE = before; as, *foretell* = tell beforehand.

EN, prefix or suffix, has the force of to make; as, *enrich*, *lighten*; the words *enlighten*, *enliven*, *enripen*, *engladden*, *enstrengthen*, *endarken* have both.

EN or EM (Lat.) for in = *in* or *on*; as, *embark*.

MIS- (Goth.), *to err*, or *stray from*; as, *mislead* = *to lead wrong*.

WITH (A.-S.) in composition *against*; as, *withstand*, i.e. *stand against*.

RE (Lat. *back*); as, *retrace*.

2. Inflexions.

-ST (A.-S. *ast*, O. Sax. *is*, Gr. *εις*, *ας*, *ς*); Sanscrit *si*; may be a form of *su*, *thou*.

-TH (A.-S. *ath*, O.-Sax. and Lat. *t*), may be a form of *the*, an old pronoun of the third person.

-ING, participial suffix (A.-S. *ende*).

-ING, gerund (A.-S. *anne*); as, *writing* = *writanne* = *to write*.

☞ The infinitive *to write* (A.-S. *an*; as, *writan*): the gerund *to write* (A.-S. *anne*; as, *writanne*).

ED; as in *delighted*. The force of this suffix is *did*; thus, *I loved* — *I love-did*.

3. Diminutive Verbs *are* or *were* those ending in

-M	as	seem.
-EN (N, ON)	„	gladden, reckon.
-EL, LE	„	struggle, kneel.
-ER	„	glimmer.
-ND	„	bind.
-NG	„	swing.
-NK	„	drink.
-NT	„	stint.
-UCK (CK, K)	„	pluck
-UTCH (OTCH, ATCH)	„	clutch.
-USH (SH, ASS)	„	brush
-OW	„	hallow.
-OT, T, D	„	blot.
-AG, UG, AUGH, Y	„	laugh.

4. Intensive.

-STER	as	bluster.
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5. Causative.

	-ER	as, linger.
	-EN	„ whiten.
	-SE	„ cleanse.
	-ISH	„ burnish.
	-Y	„ worry.
(CLASSICAL)	{	„ facilitate.
		„ terrify.
		„ expedite.
		„ tranquillize.

6. Frequentative.

	-ER	as, batter, clamber.
(CLASSICAL)	-ATE	„ agitate

7. Inceptive.

-ESCE (Lat.)	as, effervesce.
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8. The Verb *To Be*.

The *Anglo-Saxon* verb substantive is composed of several verbs. We can trace in its different inflexions no fewer than five, of which three now remain—*be, am, was*.

I am,	eom,	eart,	ys,	synd,	synd,	synd,
I was,	wæs,	wære,	wæs,	wæron,	wæron,	wæron,
I be,	beo,	byst,	byth,	beoth,	beoth,	beoth.

In these inflexions we may distinctly see five verbs whose conjugations are intermixed :—

1. EOM, es, ys, are of one family, and resemble the Greek *εἰμί*.
2. AR, arth, am, are, proceed from another parent, like *eram*.
3. SR, synd „ from another, and recall *sum, sunt*.
4. WÆS, wære, wæron „ from another source, seen in A.-S. *wesan*.
5. BEON, bist, byth, beoth „ from another family, of which the infinitive *beon* was kept in use,

We now trace the derivation of such parts as are bequeathed to us: then compare the French, Latin substantive verbs,

AM, cognate with Gr. εἰμι = εἰ μοι, *life to me.*

Is " " εἶς = εἶ σοι, *life to thee.*

ARE (Icelandic or Danish) er; were (Ger. war); cognate with Gr. ἔαρ = *spring*; (Lat. ver, vireo).

WAS (Goth.) wuasgan, *to grow.*

BE
BEEN } cognate with Gr. βίος, *life.*

WERT, said to be a remnant of A.-S. weorthan or wyrthan, *to be, to become.*

FRENCH.

ÊTRE
ÊTANT
ÊTÉ
ÉTAIS } (Lat. ætas = *life.*)

FUS, (Lat. fui); (Gr. φύω), *to grow.*

SERAI, (Span. ser, *to be*); hence serai = j'ai ser, *I have to be, or I shall be.*

LATIN.

SUM, similar to εἰμι = ζῶ μοι, *life to me.*

FUI, fuo, *to spring, to grow.* (Gr. φύω.)

ESTO, (from e-stare), *to stand out.*

Hence we find the notions involved in the substantive verb to be, *life, growth, standing, springing, existence, flourishing.*

9. Auxiliary Verbs.

SHALL, (A.-S.) scealan, *to owe.*


WILL, (A.-S.) wyllan, *to will or wish.*

MAY, (A.-S.) magan, *to be able.*

CAN, (A.-S.) cunnan, *to know.*

WOULD, as if wol-did, wolde, would.

SHOULD, ,, shol-did, schold, should.

COULD, properly couthe, couth, coud.  inserted by false analogy.

OWE, (A.-S.) *ágan*, to have, or hold.

WIST, (A.-S.) *witan*, to know.

WORTH, (A.-S.) *weorthan*, to be or become; (Ger. *werden*).

QUOTH, (quoth, quoth, quod), whence *quote* and *bequeath*.

METHINKS, (A.-S.) *thincan*, to seem; *thencan* means to think.

MELISTS, (A.-S.) *lystan*, to please, whence *lust*.

Do (act.), (A.-S.) *don*, to make (*facere*).

Do (intr.), (A.-S.) *dugan*, to thrive, to avail (*valere*).

YCLAD, YCLEPT. The A.-S. participial prefix was *ge*, corrupted into *y*; so, *geclad*, *geclept* (*clepan*, to call, A.-S.), became *yclad*, *yclept*.

DID, } These verbs are said to be the *only* verbs we possess
HIGHT, } which show traces of reduplication.

Pronunciation of Saxon.

1. The student may find it difficult to trace the connection between the Saxon word and its English derivative, on account of a difference in their forms. This difficulty will disappear if the Saxon *pronunciation* be rightly understood.

2. To assist him the following rules and explanation are subjoined.

VOWELS.

Each vowel in the Saxon has a double sound, viz. the ordinary sound and a long or broader one. The latter is distinguished by the marks ' or ^ super-scribed.

á has the sound of a in *ah*, as in *father*.

á or â pronounced longer and broader, something like o; as, *lár* = *lore*,
sár = *sore*, *ác* = *oak*.

æ pronounced like a in *glad*.

æ' " a in *dare*.

e " e in *send*.

e (before a consonant followed by a vowel) pronounced like ea in *bear*.

e (before a or o) pronounced like y; as, *eorl*, *yeorl*.

e at the end of a syllable is lightly sounded, like the French unaccented 'e.'

é pronounced like æ'.

i x pronounced like i in *dim*.

i (before another vowel) pronounced like y.

í f pronounced like ee in *deem*, some say like i in *wine*.

o pronounced like o in *not*.

ó pronounced like o in *note*.

ow " o in *now*.

u " u in *full*.

ú " oo in *boot*.

¶ i before e and u has the sound of y; as, *Iudeas, Jews*; *iugoð, youth*.
 No seems to have had a sound of u, as *sweord = sword*.

CONSONANTS.

The consonants are pronounced as in English, with the following exceptions:

c was pronounced like k until a comparatively late period, when it appears to have degenerated into ch, as in *church*; *ceorl, churl*; *cild, child*.

f had probably a sound approaching to v between two vowels, or at the end of a syllable, as appears from its being sometimes represented by u; as, *heauod* for *heafod, head*, &c.

g is never soft: when placed between two of the vowels æ, e, i, or y, or at the beginning of a syllable before e or i, followed by another vowel, it has the sound of y as *lufge, lufye*; *gear, year*; *fægen, fayne*; *fæger, fayre, fair*.

g before e or i, and (like h) at the end of a syllable, was probably *guttural*, as often in German, and almost silent; as, *bys-ig, busy*.

h was a hard aspirate, and is used at the beginning of syllables before l, n, r, w; as, *hláf, loaf*; *hnutu, nut*; *hring, ring*. Before w it has become our wh; as, *hwettan, to whet*; *hwæl, whale*.

At the end of a word, either by itself, or followed by a hard consonant, it has the sound of Gr. χ, or Ger. ch guttural, and is represented in modern English by gh; as, *purh, through*; *leoht, light*.

cg is usually written for gg; as, *seccan, for seggan, to say*.

p (tha) is our hard th, as in *thing*.

ð (eth) is our soft th, as in *other*.

p usually begins, ð ends a syllable. A corrupted form of p, written in later MSS. not unlike y, has given rise to the use of *ye* in old books for 'the,' i.e. *pe*. The use of this letter was continued as late as the 16th century.

¶ If the student will attend to these simple rules, he will be able to reconcile many apparent incongruities in etymology; for he will perceive that many words have been written after the *pronunciation* rather than the form of their originals. Thus 'own' from *agen*; here, if á be pronounced as o, and g like y (as is often the case in German), we have *oyen*, which is not far from 'own.'

CHAPTER II.

CONJUNCTIONS.

AN, (A.-S.) annan, unnan, *to grant*.

AND, from an-ad. AN, *I grant*, from (A.-S.) annan: *éd* means *pile or heap*.—*Horne Tooke*.

AS, (Ger.) es, *it*.

BECAUSE = *by cause, by reason of*.

BOTH, (A.-S.) butu, *by twos*.

BUT, (A.-S.) botan, *to boot*.—*Horne Tooke*; possibly *bót*, a *correction*.

EXCEPT, (Lat.) excipere.

EVEN, (A.-S.) æfen; (Dan.) evenen, *to smooth, to level*.

EITHER, (A.-S.) ægther.

FOR, (Goth.) fairina, *a cause*; (A.-S.) for, *on account of*.

EKE, (A.-S.) eacan, *to add*.

ELSE, (A.-S.) alysan, *to dismiss*, or alias (Lat.) *otherwise*.

IF, (A.-S.) gifan, *to give*. This derivation of *Tooke's* is questioned.

LEST, (A.-S.) leosan, *to dismiss*.

NEITHER = *not either*; vide supra, *not one of two*.

NOR, vide or, *not other*.

OR, (A.-S.) oðer, oder, *other*.

SINCE = *seeing that*, (A.-S.) seon, *to see*.

SO, (A.-S.) swa, from sægan, *to say*.—*Tooke*.

STILL, (A.-S.) stellan, *to put*.—*Tooke*. Stillan, *to quiet*.


THOUGH, ALTHOUGH, (A.-S.) thafigan, *to allow*.

THAT, (A.-S.) thicgan, *to take*.—*Tooke*.

UNLESS, (A.-S.) onlys an, *to dismiss*.

WHETHER, (A.-S.) hwaether, *which of two*.

YET, (A.-S.) getan, *to get*.

 *Horne Tooke's theory is that conjunctions, prepositions, and adverbs are originally parts of verbs, chiefly imperative moods: e.g. if means give.*

CHAPTER III.

PREPOSITIONS.

- ABOVE, a=on. (A.-S.) bufan=be-ufan; from ufa, *lofty*.
 ABOUT, (A.-S.) abutan=on boda=circum; boda=*extremity*.
 AFTER, (A.-S.) æfter, comparative of æft; (Dan.) efter, *behind*.
 AGAINST, (A.-S.) ongean, *to meet*.
 AMONG, (A.-S.) a=on, mængan, or mengian, *to mingle*.
 ATHWART, (A.-S.) thweorian (according to Horne Tooke), *to twist, to oppose*.
 AT, (A.-S.) æt, *at*.
 BEHIND, (A.-S.) hindan.
 BELOW, (A.-S.) licjan, *to lay or lie*.
 BENEATH, (A.-S.) neothan, *beneath*.
 BETWEEN, (A.-S.) be-twegen, *by twos*.
 BEYOND, (A.-S.) bigeond=*be passed*; geond from gangen, *to go; whence, yond, yonder*.
 BUT=*be out*, (A.-S.) bútan, *to be out*.
 DOWN, (A.-S.) dufan, *to sink*.
 ERE, ERST, (A.-S.) ær, er, *before*.
 FOR, (Goth.) fairina, *cause*. (A.-S.) for, *on account of*.
 FORE, (A.-S.) foran, *before*.
 FROM, (A.-S.) frum, *the beginning*.
 IN, (A.-S.) in. Tooke says from inna=viscera?
 MIDST, (A.-S.) mid. In composition=with (Lat.) medius.
 OF, (A.-S.) of; (Goth.) af-ara, *posterity*.
 OFF, probably the same word as of, with a different application.
 ON, (Goth. ana; A.-S. on), is of unsettled etymology.
 OUT, (A.-S.) ut, utan. Tooke derives it from a word outa=*skin*?
 ROUND, (A.-S.) rond=*border*; also (Lat.) rotundus.
 OVER, (A.-S.) ófer; Gr. ὑπέρ. Tooke supposes ufa means *top or head*.
 THROUGH, (Goth.) dauro, *a door or passage*. (A.-S.) thurh.

TO, (Germ. thun), means *to do*; hence Tooke considers *to* equivalent to *the end*.

TOWARDS, (A.-S.) *wardian*, *to look at*; as if, *to look to the end*.

TILL, UNTIL. While=*a time*. Till is a corruption of *to-while=to a time*. UNTIL means *on till*.

UNDER. Tooke, resolves this into *on neder*; *neder=inferior*.

UP, } (A.-S.) *abufan*. See *above*, *upon*.
UPON, }

WITHOUT, (A.-S.) *withutan*, *to be out of*.

WITH, (A.-S.) *withan*, *to bind*.

CHAPTER IV.

ADVERBS, &c.

1. The four adverbial prefixes are *a*, *al*, *be*, *to*. The signification of these is *a=on*, *al=all*, *be=by*, *to=the* or *this*. The four adverbial suffixes are *ly*, *wise*, *ways*, *wards*. These mean respectively, *ly=like*, *wise=manner*, *ways=direction*, *wards* from *ward=looking at*.

2. ABOARD, *on board*.

ADrift, (A.-S.) *drifan*, *to drive*; *on the drive*.

AGHAST, (A.-S.) *gast*, *geist*; whence *ghost*, *on the gaze*.

ALOFT, (A.-S.) *luft=air*, *on the air*.

ASKEW, (Dan.) *skiæver*, *to twist*.

ASKANT, (Dutch), *schuins*, *wry*, *oblique*.

ASTOUND, (Fr.) *étonner*, *astonish*.

ASUNDER, (A.-S.) *sundrian*, *to separate*, whence 'sand.'

AWAY, (A.-S.) *on-wæg*, *on the way*.

AWHILE, (A.-S.), *on a time*.

AWRY, (A.-S.) *wriþan*, *to writhe*.

ATWIST, (A.-S.) *twisan*, from *twa two*, *to twist*.

ATHWART, (A.-S.) *thwecrian*, *to twist*.

ALREADY=*all-ready*, (A.-S.) *rædian*, *to prepare*.

ALONE=*all-one*.

ANON=*in one*, (instant).

BUT, as an adverb, means *only*.

ENOUGH, (A.-S.) *genogan*, to *satisfy*.

EVER, (A.-S.) *æfre*=*always*.

FAIN=*gladly*, (A.-S.) *fægnian*, to *rejoice*.

FORTHWITH, forth + with=*without delay*; *foris*=*out of*.

INSTANTLY, (Lat.) in *stare*, *urgently*.

IMMEDIATELY, (Lat.) *in*=*not*, *medius*=*middle*, *no middle thing intervening*.

FORSOOTH=*utterly*, *sooth*; i.e. *true*. *Truth*, what a man *troweth*; *sooth*, what a man *sayeth*.

LIEF, (A.-S.) *lufian*, to *love*.

Lo, (A.-S.) *lá*, whence vulgarly *law* and *lawk*.

MERELY, (Dutch) *maar*, *but*, *only*, *no more than*.

NAY, (A.-S.) *na*, formerly answered affirmative questions; as, *Will he come?*—Ans. *Yea* or *Nay*.

NEVER, (A.-S.) *næfre*, *na*=*not*, *æfre*=*ever*.

No, (A.-S.) *no*; (Sw.) *nödig*=*averse*, answered negative questions; as, *Will he not come?*—Ans. *Yes* or *No*.

Now, (Goth., A.-S., Dan.), *nu*; Lat. *nunc*; Gr. *νῦν*, written formerly *nouthe*.

NOWADAYS=*now of days*, or *now on*, i.e. *in these days*.

OFT, (A.-S., Ger.) *oft*, possibly from *ofestan*, to *hasten*.

OFTEN,

"

"

"

"

ONCE, an old genitive form for *on-es*; so *twi-es*, *thri-es*, &c.

ONLY=*one like*.

PERHAPS, *per*=*through*; *haps*=*chances*, from (A.-S.) *habban*.

QUICKLY=*quick-like*, (A.-S.) *cwician*, to *make alive*.

QUITE, from verb to *quit*, i.e. to *leave quietly*; Lat. *quietus*.

RATHER, comparative of (A.-S.) *rathe*, *swift*, *early*.

SCARCELY, (Dutch) *skears*, *unfrequent*.

SOON, properly means *ad primam vesperam* (A.-S.) *sona*.

STARK, (Germ.), really means *strong*.

THUS, possibly from (A.-S.) *thæs*, gen. of *thæt*.

Too, strengthened form of *to*, q.v.

To-morrow, To-day=*the morrow*, *this day*; *morrow* from (A.-S.) *myrran*, to *dissipate* (*night*).

VERY, (Fr.) *vrai*; (Lat.) *verus*, *true*.

YES, (A.-S.) *gese*, *visibly*. (Fr.) *ayez*.

YEA. See above, *Nay*, *No*.

YESTERDAY, (A.-S.) *gestrinan*, *to acquire*, and *dæg*, *a day*.

CHAPTER V.

ABSTRACT DERIVED NOUNS.

1. The first class of these nouns ends in *d* or *n*. These, Horne Tooke supposes to be really *participles* or *adjectives*.

BRAND=*brenn'd*, i.e. *burnt*, from (A.-S.) *byrnan*, *to burn*.

BLIND=*blinn'd*, from (A.-S.) *blinnan*, *to stop*, *to cease*.

BREAD=*brod*, from (A.-S.) *breowan*, *to brew*.

*COWARD=*cower'd*, from *to cower down*.

CUD=*chew'd*, from (A.-S.) *ceowan*, *to chew*; hence *cow* and *saw*.

DASTARD=*dast'r'd*, from (A.-S.) *dastrigan* (?), *to terrify*.

FIELD=*felled*, i.e. *trees*; *to fell*, i.e. *make to fall*.

FLOOD, LOUD=*flow'd* and *low'd*; ex. *the 'lowing' herd*.

HEAD=(A.-S.) *heafod*, *hebban*, *to heave*, or *lift up*.

ODD=*owed*, i.e. *one due*, *to make even*.

SHERD, SHERD, i.e. (A.-S.) *scýrian*, *to sheer* or *cut*.

WILD=*willed*, i.e. *self-willed*.

FIEND=*fian*, (A.-S.) *fian*, *to hate*.

FRIEND=*freond*, (A.-S.) *freon*, *to love*.

BENT=*bended*.

DRAUGHT, (A.-S.) *dragan*, *to draw*.

GAUNT, (A.-S.) *gewanian*, *to wane*.

HAFT=*haved*=*hav'd*, from *to have* or *hold*.

HILT, by which the sword is *held*.

MALT, MOULD, (Fr.) *mouille*, from *mouiller*, *to moisten*; or (O. N.) *maltr*=*rotten*.

TIGHT=*tied*.

* Wedgewood gives (Lat.) *cauda*, (Wallon) *cow*, the *tail*, possibly referring to the picture of a terrified animal crouching with his tail between his legs.

TILT, (A.-S.) *tilian*, to raise.

TWIST, (A.-S.) *twynan*, to twist.

WANT, WANE. See *gaunt*, *supra*.

BACON, (A.-S.) *bacan*, to bake; possibly from *buchen*, or *beechen*, belonging to the beech tree.

BARREN=*barred*, or *stopped up*.

BEARN=*born into life*.

CHURN, (A.-S.) *cýran*, to turn; whence also, according to Tooke, *chair*, *car*, *chariot*, &c.

CRAVEN=*one who has craved his life*.

DAWN, (A.-S.) *dagian*, to grow light.

HEAVEN, (A.-S.) *hebban*, to lift up.

LEAVEN, (Fr.) *lever*, to raise.

STERN=*stirred part*; (A.-S.) *styrian*, to move. (A.-S.) *stýran*, to steer.

YARN, (A.-S.) *gearwan*, to prepare by spinning.

BRAWN=*boaren*=*made of pig*. Taylor, in his *Words and Places*, derives the word from Braun, a German who lived but recently! This derivation is disposed of by Ps. cxix. 70: 'Their heart is as fat as brawn.'

2. The second class of these abstract derived nouns consists of those which end in *th*. According to Tooke these are really third persons singular, present tense, of verbs. It should be observed, however, whether this be true or not, that such words as *smith*, *youth*, &c. end in 'th' in A.-S. and are nouns in A.-S.

ALE=*aloth*, it *inflameth*, (A.-S.) *ælan*, to inflame.

BIRTH=*beareth*, (A.-S.) *beran*, to bear.

BROTH=*breweth*, (A.-S.) *breowan*, to brew.

LENGTH=*lengeth*, (A.-S.) *lengian*, to prolong.

BREADTH=*brædeth*, (A.-S.) *brædan*, to widen.

DEPTH=*dippeth*, (A.-S.) *dippan*, to plunge.

HEIGHT=*heafeth*, (A.-S.) *hebban*, to raise.

DEARTH=*deareth*, (A.-S.) *derian*, to hurt.

DROUGHT=*drugoth*, (A.-S.) *drýgan*, to expel, to dry, whence *drone*, *drain*.

EARTH=*eareth*, (A.-S.) *erian*, to plough.

- FAITH=fægeth, (A.-S.) fægan, *to fix*.
 FILTH=defileth, (A.-S.) fylan, *to pollute*.
 GIRTH=girdeth, (A.-S.) gyrdan, *to surround*.
 GROWTH=groweth, (A.-S.) grówan, *to grow*.
 HARM=harmeth, (A.-S.) hærmán, *to injure*.
 HEALTH=healetth, (A.-S.) helan, *to cover up*.
 KNAVE=nafath, (A.-S.) nabban, *to have not*.
 LIGHT=lighteth, (A.-S.) leohtan, *to lighten*.
 MATH=mayeth, (A.-S.) magan, *to be able*.
 MIRTH=myrreth, (A.-S.) myrran, *to dissipate*.
 MURDER; from the same verb, also *morning and morrow*.
 MONTH=mooneth.
 MOUTH, MOTH, (A.-S.) metian, *to feed*; whence also *meat*.
 RUTH=rueth, (A.-S.) hreowan, *to bewail*.
 SHEATH=sheadeth=*shadeth*, (A.-S.) sceadan, *to shade*.
 SIGHT=seeth, (A.-S.) seon, *to see*.
 SLOTH=sloweth, (A.-S.) slawian, *to become slow*.
 SMITH=smiteth, (A.-S.) smitan, *to smite*.
 STEALTH=stealeth, (A.-S.) stelan, *to steal*.
 STRENGTH=strengeth, (A.-S.) strangian, *to be powerful*.
 TILTH=tilleth, (A.-S.) tilian, *to lift up*.
 TOOTH=tuggeth, (A.-S.) teogan, *to tug*.
 TRUTH=troweth; *I trow not* (A.-S.) truwan, *to believe firmly*.
 WARMTH=warmeth, (A.-S.) wearman, *to warm*.
 WEALTH=wealeth, (A.-S.) welegian, *to enrich*.
-

whence *drone*,

CHAPTER VI.

SAXON ROOTS

Saxon	English Derivatives	Saxon	English Derivatives
ÆC	Oak Acorn, <i>i.e.</i> oak-corn		Berth Bier Burden
ÆG	Egg Eyry, <i>i.e.</i> eggery	BETAN, <i>to improve</i>	Better Best Abet
ÆCER, <i>a field</i>	Acre		
ÆR	Ere Erst Early	BEORGAN, <i>to protect</i>	Burgh Burgess Borough Burrow Burglar Bury Baron Bark
AIDLIA	Ail Idle Ill		
BACAN, <i>to bake</i>	Bakster (Bagster) Batch	BIDDAN, <i>to ask, to pray</i>	Bid Bead Bode Forbid
BANA, <i>a deathblow</i>	Bane Henbane		
BANC	Bank Bench	BIGAN, or BYGAN, <i>to bend</i>	Bow Bower (anchor) Bight Bow(sprit) Bough Buxom, <i>i.e.</i> bough- some Elbow
BEATAN, <i>to beat</i>	Beat Bat, combat, debate Battery Battle Beetle Boat		
BELLAN, <i>to roar</i>	Bell Bull Bellow	BIDAN <i>to wait, to remain</i>	Abide Body Abode
BENDAN	Bend Bandy	BINDAN, <i>to bind</i>	Bine Bond Band Bound* Bundle Husband Bunch
BERAN, <i>to bear</i>	Bear Bairn Barrow Berry Birth		

* Bound (bown, bone) from the Scandinavian *boa* to *ureare* to make ready;
as, *bound for New York*.

Saxon	English Derivatives	Saxon	English Derivatives
BÍTAN, <i>to bite</i>	Bit Embitter Bait	CEARCIAN	Creak Cark Chatter Chirp
BLÆC	Bleak, black Bleach	CENNAN	Kindred
BLAWAN, <i>to blow</i>	Blow Blast Bluster	CYN, <i>to produce</i>	Kin, kind, akin Mankind: kind = kinned
BLOWIAN, <i>to blossom</i>	Bloom Blossom Blade Blaze Blush	CEORL, <i>a peasant</i>	Churl, churlish Girll
Bót, <i>satisfaction</i>	To Boot Bootless	CLAM, <i>clasp</i>	Clammy
BRÁD	Broad	CLIFIAN, <i>to separate</i>	Cleave, cleft, clove Cliff Clever
BREDAN, <i>to widen</i>	Breadth Bird	CLIFIAN, <i>to adhere</i>	Cleave to Clay Clog
BRECAN, <i>to break</i>	Break Breakers Breach Breaches	CRUC, or CRYC, <i>a crook</i>	Crook Crutch Creek Cricket
BREOWAN	Brew Brewer Broth Brose Bruy = malt	CWELLAN, <i>to slay</i>	Quell Kill
BÚAN, <i>to dwell or till</i>	Boor Neighbour Bower	CUNNAN, <i>to know</i>	Can Con Cunning King Canny
BRENNAN, <i>to burn</i>	Burn, burnish Brown Brunt, i.e. burnt Bronze Brand Auburn Brandy	DÆLAN, <i>to divide</i>	Deal Dole Middle = mid-dæl = mid-part
CRÁPIAN, <i>to exchange, barter, or sell</i>	Cheap Chapman Chipping Chepstow Cheapside Eastcheap	DAGIAN, <i>to dawn</i>	Day Daisy = day's eye Dawn
		DEOR, <i>an animal</i>	Deer Durham Derby
		DRAGAN, <i>to draw</i>	Draw Drag, druggle Dray

erivatives

(anchor)

orit)

, i.e. bough-

*
and

to make ready;

Saxon	English Derivatives	Saxon	English Derivatives
	Dredge Drain Draught		Fetter Fetlock
DEAWIAN, <i>to moisten</i>	Dew Dough	FÚL	Foul Fulsome Filthy
DRINCAN, <i>to drink</i>	Drink Drench Drown Drunkard	FUGEL, <i>a bird</i>	Fowl Fowler Fowling
DRÝGAN	Dry Drought Drug	GÁST, <i>a spirit</i>	Ghost, ghostly Ghastly Aghast Gas
DRYPAN	Drip Drop Dribble Droop Driblet Drivel	GYRDAN	Yard Garden Girdle Gird, girth
DEMAN, <i>to judge</i>	Deem Doom Doomsday	GOD	Good Gospel Gossip = god-sib = akin to God
FARAN, <i>to go</i>	Fare Farewell Ferry	GORST, <i>furze</i>	Gorse Gooseberry = gorse- berry
FEDAN, <i>to feed</i>	Food Feed Fodder Foster = foodster	GRAFAN, <i>to dig</i>	Grave Groove Grove Graft Grub
FIAN, <i>to hate</i>	Fiend	GRÁPIAN	Grapple
FENGAN, or FON, <i>to catch</i>	Fangs Finger	GRIPAN	Gripe
FEON, <i>cattle, money</i>	Fee Feudal	GROPIAN	Grope Group Grapnel Grape Grovel
FLEÓGAN, <i>to fly</i>	Flee, fly, flighty Fledge Fleet Flit, Flutter Fluster Flurry	HABBAN	Have Haft Hap Happy Behave Perhaps
FÓT	Foot	HÉLAN, <i>to cover up</i>	Heal Hale

Saxon	English Derivatives	Saxon	English Derivatives
	Health Hail Holy Hallow Hall Hold Hole Hell Hull Whole	LICGAN	Lie Lay Lair Law Lea Ledge Ledger Low Lower
HÁM, <i>a dwelling</i>	Home Hamlet Westerham, &c.	MAGAN, <i>to be able</i>	May Might Dismay Man? Main Ter-magant
HANGIAN	Hang, hinge		
HEALDAN	Hold Behold Halt Halter Hilt	MÆNGAN, <i>to mix</i>	Among Mongrel
HEFAN, <i>to lift up</i>	Heave Heaven Heavy Head Hat Hut Haven	PÆDH	Path Paddle Footpad
		PICAN,	Pick
		PIC, <i>a point</i>	Peak Beak Pike Pitch
HLIDAN, <i>to cover up</i>	Lit Lot Blot = be-hlot Cloud = ge-hlot	PYNDAN, <i>to enclose</i>	Pen Penfold Pound
HRADHAN, <i>to hasten</i>	Ready Rathe, rather	RRÁFIAN	Rob Bereave Rover Robber Raven
LEADAN	Lead Leader Lad Lass = laddess Ladder Loadstone	RÉCAN, <i>to heed</i>	Reck, reckless Reckon
LEATAN, <i>to hinder</i>	Let	SCAPAN, <i>to shape</i>	Shape Friendship Landscape
LATIAN, <i>to delay</i>	Late Latter Last	SCEÁDAN, <i>to cover</i>	Shade, shadow Shed Sheathe Scatter

Saxon	English Derivatives	Saxon	English Derivatives
SCROTAN, <i>to shoot</i>	Shoot, shot Shout Shuttle Shutter Sheet	STÆPAN, <i>to raise</i>	Step Steep Steeple
SCÉBAN, OR SCYBAN, <i>to divide</i>	Scar Searf Score Share Sharp Shroud Shears Sheer Shire, sheriff Shore Short, i.e. shor'd Shred	STICIAN, <i>to stick</i>	Stick Stitch Stake Stock Stockade Steak Stocks
SCUFAN, <i>to shove</i>	Shove, shovel Shuffle Scuffle Scoop	STIGAN, <i>to mount</i>	Stage Stair Stye Storey Stirrup = stig-rap, mounting rope
SCYLAN, <i>to divide</i>	Scale Shell Scalp Scallop Shale Skill Skull Shilling } according Shoulder } to Horne Tooke	STOC, } STOW, } <i>a place</i>	Stow Bestow Steward, i.e. stow- ward
SLAWIAN, <i>to be slow</i>	Slow Sloth Slug Sluggard Slack	STYBAN, <i>to move, or govern</i>	Stern Starboard Stores Stir
SNÍCAN, <i>to creep</i>	Sneak Snake Snail = snæ-gel, dim.	TILIAN, <i>to raise or lift up</i>	Till Toll Toil Tiller
SOOTH, <i>true</i>	Sooth Soothsayer	TÝBAN, <i>to enclose</i>	Ten Town Tunnel
SPINNAN	Spin Spindle Spider	WANIAN, <i>to lessen</i>	Wane Wan Want Gaunt
		WARIAN, <i>to beware</i>	Aware Beware Wary Wardian Guardian Warden Warder Wardrobe War, sword

Saxon	English Derivatives	Saxon	English Derivatives
WĒFAN	Warrant	WITAN, <i>to know</i>	Wizard
	Warn		Witness
	Weave	WRECAN, <i>to punish</i>	Wit
	Woof		Wistful
	Wife		Wreak
Woman = woof-man, weaving-man	Wreck		
WEG, <i>a way</i>	Way	WRINGAN, <i>to wring, strain, press</i>	Wraek
	Waggle		Wretched, wretch
WEGAN, <i>to bear, to weigh</i>	Waggon		Wring, wrong
	Wain	Wrench	
	Weigh (anchor)	Wrangle	
	Wave	Villain	
	Awkward = away- ward	Wreathe	
WISSIAN	Wise, wisdom	Writhe	
		Wroth	
		Wrath	
		Wry	

CHAPTER VII.

SOURCES OF WORDS.

1. *The words* of our language may be conveniently divided into three classes: (i) *primary*; (ii) *secondary*; (iii) *tertiary*.

2. *Primary words* are mostly *Anglo-Saxon*. They express the most simple ideas, the most common natural objects, all ordinary actions, the fundamental *necessities* of a people, the designations of kindred, the ordinary terms of traffic, the strongest natural feelings and emotions. From this source are derived the names of the winds, the seasons, and divisions of time; the pronouns, numerals, prepositions, conjunctions, adverbs, auxiliary verbs, and almost all words in our national proverbs.

3. The *secondary words* are mostly of *N.-French* origin. To this class belong those words that express not things *necessary*, but those that are *beneficial*; that appertain to *dignity* and minister to *luxury*;



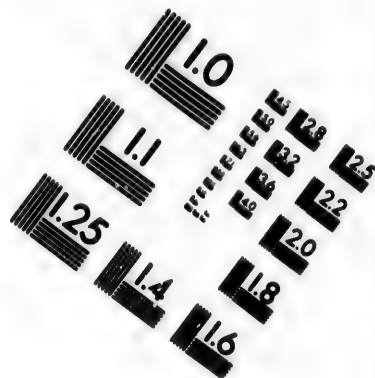
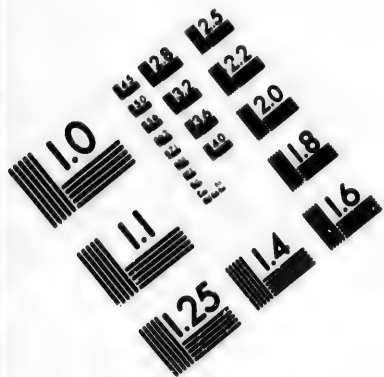
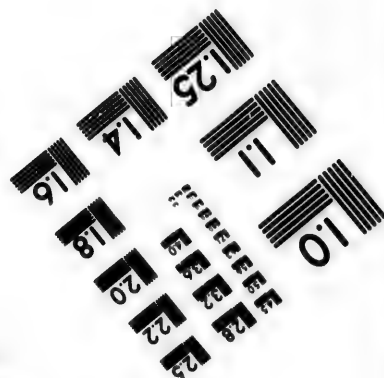
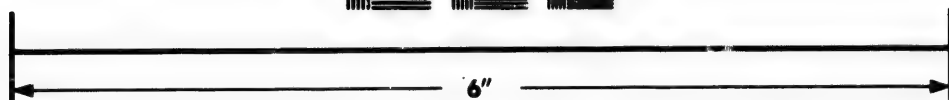
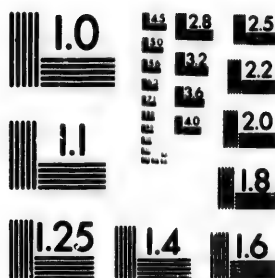


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abstract and general terms; those especially which belong to four classes—*law, war, chivalry, and the chase*.

4. To the *tertiary division* belong words pertaining to art, science, philosophy, and theology; all scientific and technical terms. These are directly classical, and mainly of Latin origin.

5. Of words in *Modern English* about five-eighths are *Anglo-Saxon*, and two-eighths *Latin, direct or indirect, through Norman-French*.

6. The occupation of Britain by various races will be shown hereafter by the prefixes and affixes, &c. of the geographical terms we employ. In addition, we have a few words bequeathed to us by the *first Roman occupation, A.D. 43 to A.D. 418*; a group of *Latin ecclesiastical terms*, introduced by Roman worship subsequent to the mission of Augustine; a *small Celtic element*; and, finally, words imported from the *languages of every nation* with which we have been brought into connection by war, commerce, or any historical circumstances.

7. Celtic Words.

The following words, as being most familiar to us, are taken from a longer list given by Mr. Garnett, in vol. i. '*Proceedings of the Phil. Society* :—

English	Welsh	English	Welsh	English	Welsh
BASKET	basgawd	MUGGY	mwygl	RACHER	rhasg
BUTTON	botwn	FRIER	ffris	RIM	rhim
BALDER- DASH }	baldorddus	FUNNEL	ffynel	RUG	rhuwch
BRAN	bran	GRIDDLE	greidell	KNOCK	cnoc = rap
BUGGAR	bwg	GRUEL	grual	FUDGE	fug = decep- tion
CABIN	caban	FLANNEL	gwanen	WED	gweddu
CLOUT	clwt	GOWN	gwn	WAIN	gwain
CROCKERY	{ crochan, a pot	HOUSING	hws	WALL	{ gwall = rampart
COCKBOAT	cwch, a boat	KILN	cylyn	WICKET	{ gwiced = a little door
DAINTY	{ dantaeth = choice	LATH	llath	TRUDGE	trodidi
DARN	{ morsel	MATTOCK	matog		
	darn	MOP	mop		
		TASK	tasg		
		PAN	pan		
		PEG	peg		

8. The few words bequeathed to us from the *Roman* occupation, A.D. 43 to A.D. 418, are chiefly geographical names:—

LANCASTER, CHESTER, EXETER, &c.,	castra, a camp.
STREET, STRATTON,	strata, a paved way.
PONTEFRAC, T,	pons, a bridge.
LINCOLN,	colonia, a colony.
PORTSMOUTH,	portus, a harbour.
FOSSBURY,	fossa, a ditch.
BAILEY, BAILIFF,	vallum, a rampart.

9. Words derived from Latin, relating to *church rites, ceremonies, offices, &c.* were introduced during the four centuries subsequent to the mission of Augustine.— Vide *Ecclesiastical Terms*, chap. XVII.

10. NAUTICAL terms are chiefly Danish and Dutch; such as,

Block	Bowsprit	Skates	Spoor	Veer
Boom	Reef (verb)	Sloop	Shiver	Wear (ship)
Boor	Schooner	Smuggie	Taffrail	Yacht (Dan.)

11. Italian words chiefly relate to banking and the fine arts:—

Balustrade	Cupola	Improvvisatore	Regatta	Tenor
Banditti	Ditto	Influenza	Scaramouch	Terracotta
Bravado	Dilettante	Lava	Sketch	Torso
Bravo	Farrago	Manifesto	Soprano	Umbrella
Bust	Folio	Motto	Stanza	Virtuoso
Canto	Gazette	Opera	Stiletto	Vista
Caricature	Gondola	Pantaloon	Stucco	Volcano
Carnival	Grotto	Piazza	Studio	Zany
Charlatan	Harlequin	Portico		

12. French words chiefly refer to *military matters*; besides which we have such as

Beau	Billet-doux	Déjeuner	Ennui	Penchant
Belle	Bon-mot	Depôt	Envelope	Soirée
Belles-lettres	Bouquet	Éclat	Environs	Trousseau

13. Spanish:—

Alligator	Cargo	Embargo	Musquito	Poncho
Armada	Chocolate	Flotilla	Mulatto	Puntillo
Armadillo	Cigar	Gala	Negro	Savannah
Barricade	Creole	Grandee	Olio	Sherry
Cambist	Desperado	Grenade	Paroquet	Tornado
Carbonade	Don	Jennet	Platina	Verandah
Carbine	Duenna			

14. Portuguese :—

Ayah	Caste	Commodore	Fetish	Port wine
Cash	Cocoa	Compound	Mandarin	Palaver

15. Arabic :—

Admiral	Camphor	Fakir	Mohair	Scullion
Alchemy	Carat	Firman	Monsoon	Shrub
Alcohol	Caravan	Gazelle	Moslem	Sirocco
Alcove	Caravanserai	Giraffe	Mosque	Sofa
Alembic	Cipher	Harem	Mufti	Sultan
Algebra	Civet	Hazard	Mummy	Syrup
Alkali	Coffee	Jar	Nabob	Tabor
Almanac	Cotton	Lake	Nadir	Talisman
Altar (?)	Crimson	Lemon	Naphtha	Tamarind
Amber	Damask (?)	Lime	Nard	Tambourine
Ambergris	Damson (?)	Lute	Opium	Tariff
Arrack	Divan	Magazine	Ottoman	Vizir
Asimuth	Dragoman	Mameluke	Seffron	Zenith
Cadi	Elixir	Mattress	Salaam	Zero
Caliph	Emir	Minaret		

16. Turkish :—

Bey	Chouse	Kiosk	Tulip
Chibouk	Janissary	Sash	Seraglio

17. Persian :—

Azure	Chess	Jackal	Pasha	Sherbet
Balcony	Dervise	Jasmin	Pawn (in chess)	Simoon
Barbican	Emerald	Kaffir	Saraband	Taffeta
Bashaw	Hookah	Lilac	Scimitar	Tiffin
Bazaar	Howdah	Musk	Sepoy	Turban
Check(mate)	Indigo	Orange (?)	Shawl	

18. Hebrew :—

Abbey	Cabal	Hallelujah	Manna	Shibboleth
Abbot	Cherub	Hosanna	Sabbaoth	Talmud
Amen	Ephod	Jubilee	Sabbath	Rabbi
Behemoth	Gehenna	Leviathan	Seraph	

19. Hindustani :—

Banian	Calico	Lac	Palanquin	Rupee
Betta	Coolie	Loot	Pariah	Sandal (wood)
Betel	Cowrie	Mullagatawny	Punch	Sugar
Buggy	Dimity	Muslin	Pundit	Suttee
Bungalow	Jungle	Pagoda	Rajah	Toddy

20. Malay :—

A-muck	Caoutchouc	Curry	Gutta percha	Orang-outang
Bamboo	Chints	Gamboge	Junk	Rattan
Bantam	Cockatoo	Godown	Mango	Sago
Caddy	Creese	Gong		

21. Chinese :—

Bohea	Hyson	Pekoe	Soy
Congou	Nankeen	Satin	Tea

22. American :—

Cacique	Maise	Potato	Tomahawk
Calumet	Moccasin	Squaw	Tomata
Condor	Pampas	Wigwam	Hurricane (West
Lama	Pemmican	Tobacco (W. I.)	Indian)

23. Peruvian :—

Charki = *jerked* meat

24. Polynesian :—

Tattoo	Taboo	Kangaroo
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25. Caribbean :—

Hammock

26. Ancient Garian :—

Mausoleum

Ancient Nubian :—

Barbarous

Ancient Egyptian :—

Ammonia

Ancient Syrian :—

Cyder

Ancient Lydian :—

Mæander

Ancient Persian :—

Paradise

The above are chiefly taken from Adams' *English Language*.

CHAPTER VIII.

GEOGRAPHICAL WORDS.

§ 1. Roman.

The Roman occupation of Britain, from A.D. 43 to A.D. 418, bequeathed to us five or six terms :—

CASTR	a camp	} These, in various forms, will be found as below, in names of places.
STRAT	a paved road	
COLON	a colony	
PORT	a harbour	
PONS	a bridge	
FOSS	a ditch	
VALL	a rampart	

1. CASTRA ; as, CASTER : Ex. *Doncaster, Lancaster, Casterton*
 " " CASTOR " *Castor*
 " " CAISTOR " *Caistor*
 " " CESTER " *Gloucester*
 " " CHESTER " *Chester, Winchester*
 " " CISTER " *Bedcister*
 " " ETER " *Exeter, formerly Excestre, i.e. Camp
 on the Exe.*
2. STRATA ; as, STREET : Ex. *Watling Street, Streetthorpe*
 " " STRAT " *Stratford*
 " " STRET " *Stretford*
 " " STREAT " *Streatham*
 " " STRAD " *Stradbroke.*
3. COLONIA ; as, COLN : Ex. *Lincoln.*
4. PORTUS " *Portsmouth, Porchester, Portsea.*
5. PONS " *Pontefract.*
6. FOSSA " *Fossway, Fossbridge.*
7. VALLUM " *Wallbury.*

§ 2. Saxon.

Saxon.	Meaning.	
ASH	ash	as, <i>Ashford</i>
BECK	brook	" <i>Wansbeck</i>
BOTL	dwelling	" <i>Harbottle</i>
BERG	hill	" <i>Iceberg</i>
BOROUGH, BURY	a fortified town	" <i>St. Edmond's Bury</i>
CROFT	a small enclosed field	" <i>Woodcroft</i>
EA	a stream	" <i>Chelsea</i>
EY	an island	" <i>Jersey = Caesar's Island</i>
FELD	a field	
FEN	a marsh	" <i>Fenchurch</i>
FLEET	a river	" <i>Purfleet</i>
FORD	} = FIORD an arm of the sea	" <i>Carlingford</i>
FORTH		
FIRTH		
FRITH		
HAM	a dwelling	" <i>Nottingham</i>
HANGER	a meadow	" <i>Westernhanger</i>
HLAW = LAW	a rising ground	" <i>Berwick-law</i>
HOLT	a wood	" <i>Neville-holt</i>
HYRNE	a corner (also Danish)	
HURST	a copse	" <i>Penshurst</i>
HITHE	{ a low shore or land- ing-place for ships }	" <i>Hythe, Rotherhithe</i>
LODE	{ a water-channel with raised banks }	" <i>Evenlode</i>
LEA, LEY	a meadow	" <i>Madingley</i>
MERE	a lake	" <i>Windermere</i>
MERSH	a marsh	" <i>Mickelmersh</i>
MOS	a swamp	" <i>Chatmos</i>
MYLN	a mill	" <i>Milnthorpe</i>
NESS	a promontory	" <i>Dungeness</i>
OFER	a shore	" <i>Wendover</i>
SETA	a settlement	" <i>Dorset</i>
SWADE	a portion cut off	" <i>Whipsnade</i>

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Saxon.	Meaning.	
STEAD	a place	as, <i>Hampstead</i>
STOC, STOKE	a place	„ <i>Basingstoke</i>
STOW	a place	„ <i>Chepstow</i>
TON	a town	„ <i>Wigton</i>
WEALD, WOLD	a forest	„ <i>Weald of Kent</i>
WIC, WICH (Lat. vicus)	} a town	„ <i>Greenwich</i>
WORTH	land, a close	„ <i>Tamworth</i>
THORP	a village	„ <i>Milnthorpe</i>
DEN	a valley, a receptacle	„ <i>Marden.</i>

§ 3. Celtic.

Celtic.	Meaning.	
AUCHIN	a field	as, <i>Auchinleck</i>
ARD, AIRD	a hill, a promontory	„ <i>Ardnamuchan</i>
BAL	a village	„ <i>Balnoral</i>
BEN or PEN	a head, a mountain	„ <i>Ben Nevis, Penrith</i>
BLAIR	a field clear of wood	„ <i>Blair Athol</i>
BOTTOM	a valley or low ground	„ <i>Bottomley</i>
BRAE	{ a rough hilly piece of ground	„ <i>Braemar</i>
CAIRN	a heap of stones	„ <i>Cairngorm</i>
CAER	a fort or hill	„ <i>Carlisle, Caerleon</i>
COMB	{ the low part of the valley	„ <i>Compton</i>
COMP		
CRAIG	{ a craggy hill	{ <i>Craigmillar</i>
CARRICK		„ { <i>Carrickfergus</i>
CRICK		„ { <i>Crick Howell</i>
CUL	the back or hind part	
DUN	a hill or fort on a hill	„ <i>Dumbarton, Huntingdon</i>
GLEN	a narrow valley	„ <i>Glen-Tilt</i>
CL=	chapel	{ <i>Closeburn = Chapel of</i> „ <i>Osborne</i>
KIN	{ a cape or corner	„ <i>Kent</i>
KEN		
CHIN		

Celtic.	Meaning.	
INCH	} an island	as, <i>Inchcape Rock</i>
ENNIS		
INVER	{ a mouth of a river	„ <i>Inverness</i>
ABER		„ <i>Aberwick</i> , i.e. <i>Berwick</i>
	(North of Grampians, In- ver; south of ditto, Aber)	
LLAN	a church	{ <i>Launceston</i> = <i>Church of</i> „ <i>St. Stephen</i>
LIN	a deep pool	„ <i>Linkithgow, King's Lynn</i>
TRE	a town	{ <i>Oswestry</i> = <i>town of St.</i> „ <i>Oswald</i>
ROS	a promontory	„ <i>Rostrevor</i>
STRATH	a broad valley	„ <i>Strathfieldsaye</i> .

§ 4. Scandinavian.

Scandinavian.	Meaning.	
ARK	a temple or altar	as, <i>Arkholm</i>
ARGH	„ „	„ <i>Grimsargh</i>
BECK	a brook	„ <i>Caldbeck</i>
BREK	a steep	„ <i>Norbrek</i>
BRIK	„	„ <i>Killbricks</i>
BOL	a dwelling	„ <i>Thorbol</i>
BY	a town	„ <i>Grimsby</i>
DAL	a valley	„ <i>Dalby</i>
DALE	„	„ <i>Scarsdale</i>
DAN } DANE }	a Dane	„ <i>Danby</i>
EY }	an island	„ <i>Orkney</i>
AY }	„	„ <i>Calvay</i>
A }	„	„ <i>Grimsa</i>
FELL	a rocky hill	„ <i>Scawfell</i>
FISKER	fish	„ <i>Fiskerton</i>
FORD }	an inlet (fiord)	„ <i>Seaforth</i>
FIRTH }		
FORTH }		
FRITH }		
FORCE	a waterfall	„ <i>Mickleforce</i>

Scandinavian.	Meaning.	
GARTH } GUARD }	an enclosure	as, <i>Fishguard</i>
GATE	a way	„ <i>Sandgate</i>
GILL	a valley	„ <i>Ormesgill</i>
HAG	high pasture land	„ <i>Hag-gate</i>
HAIG	„	
HAUGH	„	„ <i>Philip-haugh</i>
HOC	a hill	„ <i>Langenhoc</i>
HOLM	an island	„ <i>Langholm</i>
KELL	a spring	„ <i>Kellby</i>
KIRK	a church	„ <i>Ormskirk</i>
ORME	a demigod or hero	„ <i>Orme's head</i>
O	a river	„ <i>Thurso</i>
A	„	„ <i>Skeba</i>
SCAR	a steep rock	„ <i>Scarborough</i>
SCAW	a wood	„ <i>Scawby</i>
SKIP } SHIP }	a ship	„ <i>Skipwith.</i>
STER	a place	„ <i>Ulster</i>
SUTHER } SUTTER } SOUTHER }	south	„ <i>Sutherland</i>
SODOR		„ <i>Sodor and Man</i>
TARN	a mountain lake	„ <i>Tarnsyke</i>
THING	a place of meeting	} „ <i>Tingwall</i>
TING	(meeting = mote-thing)	
DING	„ „	„ <i>Dingwall</i>
THORPE } THROP }	a village	} „ <i>Milnthorpe</i>
DROP		
TOFT	a small field	„ <i>Lowes-toft</i>
VAT	a lake	„ <i>Tanvats</i>
WIG } WICK }	a creek or bay	„ <i>Wigtoft</i>
WITH	a wood	„ <i>Langwith.</i>

§ 5. Names of Places showing Norman Occupation.

ASHBY DE LA ZOUCH,	Leicestershire.
BEAULIEU,	Hampshire.
BEAUMARIS,	Anglesey.
BEAUMONT,	Oxford.
GRACE DIEU,	Leicestershire.
HURSTCOURTRAY,	Sussex.
HURSTMONGEAUX,	Sussex.
HURSTPIERPOINT,	Sussex.
MALPAS,	guards the valley of the Dee.
MONTACUTE HILL,	Somerset.
MONTFORD,	Shropshire.
MONTGOMERY,	Welsh border.
MINSHULL VERNON,	Cheshire.
PLESHY,	Essex.
RICHMOND,	Yorkshire.
RIEVAUX, }	Yorkshire.
JORVEAUX, }	
STOKE MANDEVILLE,	Bucks.

CHAPTER IX.

NAMES OF COLONIES, FOREIGN PLACES, &c.

§ 1.

- ALBEMARLE SOUND, named after Monk, Duke of Albemarle, temp. Charles II.
- ALBION, from either 'Alp' or 'Alb' (*albus*), 'the snowy range.' Aristotle was the first to write of Britain under this name.
- ALLEGHANY, derived from the name of an Indian tribe rapidly becoming extinct.
- AMERICA, from Amerigo Vespucci, a Florentine traveller, who is said to have inserted the words 'Tierra de Amerigo' in a map published by him early in the 16th century.

ASCENSION ISLAND, named after Ascension Day, the day of discovery.

AZORES, 'the island of hawks;' *acor*=hawk; *es*=island (Portuguese).

BAB-EL-MANDER, 'the gate of hell.'

BERMUDAS, discovered 1522, by a Spaniard, Juan Bermudez, who happened to be wrecked on them.

BALTIMORE, named after Lord Baltimore, the patentee of the colony of Maryland; founded 1745.

BOMBAY (Port.). *Bona Bahia*='the good bay.'

BRISBANE, founded 1828, named after a governor of this Australian colony.

BRITAIN, possibly from 'Bri-etan-is;' *etan* signifies country.—*T.*

CANADA (Indian). *Kanata*='a cluster of wigwams.'

CANARY, from a peculiar race of large dogs found there; *canis*=dog, and *y*=island.

CAROLINA, dates from the Restoration (Charles II.).

CHARLESTON,

COLUMBIA, named after Christopher Columbus, ceded to United States Government by Maryland and Virginia, 1790.

CONNECTICUT (1665), derived from Indian.

DAMPIER ARCHIPELAGO; from William Dampier, the navigator, who discovered it August 31, 1699.

DAVIS STRAIT, discovered by Captain John Davis August 11, 1585, during his first voyage in quest of the North-west Passage.

DETROIT, means 'narrow passage' between Lake St. Clair and Lake Erie.

DOMINICA, ISLE OF, discovered on a Sunday (*dies Dominica*), Nov. 2, 1493, by Christopher Columbus.

ELIZABETH COUNTY (America), so-called in honour of the mother of Prince Rupert.

ENGLAND, i.e. 'Angle-land:' land of the Angles.

FAROE ISLES (Norse), *faar*=sheep, *oe*=island.

FORMOSA (Port.)='beautiful.'

FORT ORANGE, formerly Dutch, now called Albany, so named after James II., Duke of York and Albany, when the Dutch were expelled.

FREDERICSBURG, after Frederic, Prince of Wales, son of George II.

GENEVA=*cenn afon* (Celtic), 'the head of the river.'

GIBRALTAR, *gebel-al-Tarick*='the mountain of Tarik.'

GOOD HOPE (Cape of), called, by Bartholomew Diaz, *Capo Tormentosa*, the Cape of Storms, changed into its present name by King John of Portugal.

HATTI (Indian), 'a mountainous country.'

HELIGOLAND='holy island land.'

HIMALAYA (Sans.), 'perpetual abode of snow.'

JERSEY, 'Cæsar's island.'

JUAN FERNANDEZ, so called from the Spanish navigator who discovered it.

LANCASTER SOUND, from Sir John Lancaster, who helmed to fit out Baffin's expedition.

LIBERIA='land of freedom.'

LOUISIANA, so called from Louis XIV.

MALAGA (Phœnician), *malaca*='salt.'

MALTA=*Melita*='a place of refuge.'

MAN (Ile of). *Man* (Celtic)='district.'

MARSALA (Arabic), 'Port of God.'

MARYLAND, so called after Henrietta Maria, queen of Charles I.

MASSACHUSETTS (Indian), 'the blue hills.'

MISSISSIPPI (Indian), 'the great river.'

MISSOURI (Indian), 'the muddy river.'

NEW YORK, so-called after James II., Duke of York and Albany, formerly called by the Dutch, New Amsterdam.

NIAGARA (Indian), 'thunder of waters.'

PENNSYLVANIA, so called from 'Penn' the Quaker, who colonised it.

PERNAMBUCO='the mouth of Hell.'

RAPIDAN, so called from Queen Anne.

ST. DOMINGO (Spanish); *Hayti* (Indian).

ST. HELIER's, from 'St. Helerius,' who mortified the flesh and 'kept his body in subjection,' by standing on sharp stones with spikes pointed against his shoulders and breast to prevent him falling asleep.

ST. MALO, from St. Maclou, possibly St. M'Cleod, a wandering evangelist of the 6th century.

SANDWICH (Isles), discovered by Cook, 1769; so named after Lord Sandwich, the first Lord of the Admiralty.

TARIFA; Sept. 710, A.D. Tarif-Abn-Farah first landed here for the conquest of Spain.

VALETTA, from John Parisot de la Valette, the heroic Grand Master of the Knights of St. John (1566).

VAN DIEMAN'S LAND, so called by 'Tasman' after Maria (daughter of the Batavian governor, Van Dieman), to whom he was attached.

WIGHT (Isle of), Lat. *Insula vectis*.

For additional information the reader is referred to *Words and Places*, by the Rev. Isaac Taylor.

§ 2. Geographical Equivalents.

BAY, or arm of the sea	= Bahia, hai, loch, lough, bight.
BEND of a river	= cambus, wic.
BRIDGE	= bridge, brucke, pont.
CAPE	= ard, cabo, kin, ness, ros.
CITY, TOWN, or VILLAGE	= ciudad, bal, gar, gorod, medina, burg, patam, polis, pore, vic, tre.
EMINENCE	= auchter, berg, brae, cliff, col, cota, dun, fort, hill, gherry, mont, ramah.
ENCAMPMENT	= caer (fort), caster, alcalá.
FOREST, HILL, WOOD	= hurst, kil, wald.
FOUNTAIN, WELL	= beer, brunn, en, font, well.
HAVEN, &c.	= hamn, hithe, pool, port.
HEIGHT, MOUNTAIN	= ben or pen, berg, brae, cairn, col, craig, carrick, crick, djebel, feld, horn, kopf, law, low, mont, sierra.
ISLAND	= ea, diva, ennis, holm.
LAKE	= lago, loch, lough, zee, mere, meer, tarn.
MARKET	= cheap, forum, haut, klobing.
MINERAL SPRING	= acqua, bad.
PLACE OF WORSHIP	= baal, church, eccles, kirk, kil, llan, minster.
MOUTH OF RIVER	= aber, inver, monde, mouth, praag.
RIVER, a stream	= ab, alt, bahár, bourn, brook, bec, ermat, ganga, ho, rio, fleet.

ROCKY HEIGHT	= cliff, craig, rock, stein.
VALLEY	= combe, dale, den, guad, glen, grund, strath.

CHAPTER X.

WORDS DERIVED FROM NAMES OF PLACES.

- AGATE, 'precious stone,' from Achates, a river in Sicily.
 ALABASTER, Pliny tells us from Alabastrum, in Egypt.
 AMMONIA, 'salt,' prepared by the priests of Jupiter Ammon.
 ARRAS, 'tapestry,' from Arras in France.
 ARTESIAN, well sunk through the chalk basin of the province of Artois.
 BABBLER, from the Tower of 'Babel.'
 BAUDEKIN, gold, silver, silk tissue, from Baldacca, or New Bagdad, a suburb of Cairo.
 BAYONET, from Bayonne.
 BERNOUSE, from Fr. '*Berne*,' from Hi-bern-ia.
 BEZANT (coin), from Byzantium.
 BILBOES, from Bilboa.
 BONNET, from an Irish village of the same name.
 CALIBRE, possibly from Calabria (Taylor's *Words and Places*). See page 191.
 CAMBRIC, from Cambray.
 CANTER, 'a Canterbury gallop;' the easy ambling pace of pilgrims going to the shrine of Thomas à Becket, at Canterbury.
 CARP, from Cyprus.
 CARPET, from Cairo, where made.
 CARRAWAY, Pliny tells us from Caria.
 CHALYBEATE, from Chalubes, a tribe of Armenia.
 CHARLATAN, derived the Italian forms *ciarlatano*, *cerretano*, from the city of Cerreto.
 CHERRY, from Cerasus in Pontus.
 CHESTNUT, from Castanea in Thessaly.
 COPPER, from Cyprus.
 CORDWAIN, from Cordova.
 CRAVAT, from Croatia.

CURRENTS, from Corinth.

CANDY, from Candia.

COACH, from 'Kottsee,' a town in Hungary.

COCOA, from the Mexican province of Choco.

COFFEE, from the mountains of Caffa, south of Abyssinia.

DAMASK, } from Damascus.

DAMSON, }

DEMIJOHN, a glass vessel from Damaghan, a town of Khorassan.

DELFT WARE, from Delft.

DIAPER, from d'Ypres, in Flanders.

DIMITY, from Damietta.

DITTANY, from Dicta, a mountain in Crete.

DRUGGET, from Drogheda.

ERMINE, the skin of the Armenian rat.

FLASH, from the gipsy squatters on the commons around 'Flash, a village between Macclesfield and Buxton.

FUSTIAN, from Fostat, a suburb of Cairo.

GALLOWAY, horse, derived from horses wrecked there from Spanish Armada.

GAMBOGE, from Cambodia.

GAUNTLET, or Gantlope (lope=*race*); from Ghent, where the punishment originated.

GAUZE, from Gaza.

GINGER (Sp. *jengibre*), possibly from Zanzibar.

GUINEA, gold from the Guinea coast.

HARLEQUIN (It. *Arlecchino*), possibly from Arlecamps, or Champ d'Arles.

HUMBUG, a piece of 'Hamburg' news, i.e. 'a canard,' or false report.

JALAP, from Jalapa.

JET (from *gagate*, *jaet*). Gagates, a river in Lycia.

JENNET, probably from Jaen, capital of one of the Moorish kingdoms in the peninsula.

LATAKIA, from Laodicea.

LOADSTONE = *Lydius lapis*, from Lydia (?).

LUMBER, the Lombards were the first pawnbrokers; hence a room full of miscellaneous effects was named a Lombard (lumber) room.

MAGNET, from Magnesia.

- MAJOLICA, from Majorca.
 MALMSEY (*wine*), from Malvasia, a port of the Morea.
 MAYDUKES, cherries from Medoc in the Gironde.
 MILLINER, from Milan.
 MUSLIN, from Moussul.
 NITRE, from Nitria, a province of Egypt.
 PAD, PADDING, from Padua.
 PARCHMENT, *Charta Pergamena*, used for library of Pergamus.
 PEACH (*persica*), from Persia.
 PHEASANT, from the banks of the Phasis.
 PISTOL, from Pistoja, near Florence.
 QUINCE, the apple of Cydon, a town in Crete.
 ROAN (*horse*), Norman horse imported from Rouen.
 SABLE, fur, from Siberia.
 SARCENET, silken fabric, from the Saracens.
 SARDINE (*the fish*), from Sardinia.
 SARDINE (*the precious stone*), from Sardes, in Asia Minor.
 SARDONIC (*smile*), said to have been caused by eating the 'Herba Sardonica,' a species of *ranunculus* growing in Sardinia.
 SEDAN, from the town of Sedan, in France.
 SENEH, from the slopes of Sinai.
 SHALLOT, from Ascalon.
 SHILLELAH, from parish of Shellelah, county Wicklow.
 SPANIEL, from Spain.
 SPINACH (*Ar. Hispanach*), Spain.
 SPRUCE, means Prussian.
 SQUILLS, possibly from Squillace.
 TAFETY, TABBY, silk fabrics woven in Atab, a street of Bagdad.
 TARIFF. Moorish cruisers sallied forth from Tarifa to plunder vessels passing through the Straits of Gibraltar. Afterwards they levied their black mail on a fixed scale of payment.
 TOBACCO, from island of Tobago.
 TOPAZ, from Topazos, an island in the Red Sea.
 TUCK, TUCKER, cloth worked at Touques, in Normandy.
 UMBER, earth brought from Umbria, in Italy.
 VARNISH, from the city of Berenice, on the Red Sea.
 WORSTED, from the village of Worsted, near Norwich.

ZOUAVE, corrupted from 'shawi,' an Arab desert tribe.

VAUDEVILLE, from Vau-de-vire, in Normandy, where the entertainment was introduced at the end of the 14th century.

CHAPTER XI.

WORDS DERIVED FROM THE NAMES OF PERSONS.

ALGEBRA (Ar.), from Geber, an Eastern writer on Alchemy, &c.

ALEXANDRINE (verse), invented by a French poet, Alexandre Pâris.

BLANKET, first manufactured by Thomas Blacket, a citizen of Bristol.

BRAWN, said to be from a German cook named Braun!!* In the Psalms we have, 'Their heart is as fat as brawn.'—*Ps.* cxix. 70. This disposes of such an idea.

BURLESQUE (It. *Burlesco*, or *Bernesco*), from Francesco Berni, the inventor.

CEREAL, from goddess of corn, Ceres.

CHAUVINISM, from 'Chauvin,' a braggart character introduced into plays at the period of the Restoration, in ridicule of the Bonapartist fire-eating officer.

CZAR, possibly from Cæsar.

DAHLIA, from Dahl, a Swede, who introduced the flower.

DARICS, coins, so called from Darius.

DEBAUCH, from Bacchus, god of wine.

DUCAT, the coin of a Duke.

DUNCE, a disciple of Duns Scotus, the scholastic philosopher.

DOYLEY, called from one Doyley, a tradesman of the Strand.

FIACRE, St. Fiacre, Fiachra. An Irish saint, whose shrine was twenty-five miles from Paris. The name was given to conveyances which carried the pilgrims.

GIBBERISH, from Geber, see above, 'Algebra.'

GALVANISM, from Galvani, an Italian.

GOBELIN, from the brothers Gobelin, dyers of Paris, temp. Louis XV.

GREENGAGE, from Gage, a Sussex man, who introduced it.

GROG. Admiral Vernon used to wear a Grogram coat, whence the sailors called him 'Old Grog,' and applied the name to the mixture of rum and water which he first introduced on board ship.

* Taylor, *Words and Places*, p. 462.

GUILLOTINE, from Guillotine, a French physician, who invented the instrument, a modern repetition of the old Scotch 'maiden.'

HENCHMAN,* possibly from Hengist, the lieutenant of Horsa. (Taylor.)

HERCULEAN, from the Greek mythological hero, Hercules.

HECTORING, from the Trojan hero, Hector.

HERMETICALLY SEALED, from Hermes Trismegistus, an Egyptian priest and philosopher.

HORSE, possibly from the Saxon warrior, Horsa. (Taylor.) This is fanciful.

JACKET (Fr. *Jaque*), from Jaque of Beauvais.

JACOBINS (1798), held their meetings in the hall of the *Dominican* or *Jacobin* convent.

JACOBITE, an adherent of James (Jacobus), the Stuart pretender (1715).

JOVIAL, from Jove.

LAZARETTO, from Lazarus, the patron saint of lepers.

MARTIAL, from Mars, god of war.

MERCURIAL, from Mercury.

MACINTOSH, from the name of the inventor.

MANSARDE, from a French architect of the same name (1666).

MARTINET, from a strict disciplinarian in the army of Louis XIV.

MAUSOLEUM, sepulchre of Mausolus, king of Caria, built by Artemisia, his wife.

NEGUS, so called after one Francis Negus. Some leading Whigs and Tories (Geo. I.) having got to high words over their cups, Mr. Negus recommended them to dilute their wine with water as he did.

ORRERY, really invented by Mr. George Graham, 1700, and copied for the Earl of Orrery.

PANIC, fear possessing sheep, from Pan, the shepherd-god

PASQUINADE, from Pasquin, a Roman cobbler, and a noted character.

He had a very marked physiognomy, and the statue of an ancient gladiator having been exhumed, the Roman wits detected a resemblance to the cobbler, and gave the statue his name. Afterwards it became a practice to post lampoons on the pedestal of the statue. Hence the name.

* More likely *hench*, from *haunch*: the man who stands beside his master's haunch.

PÆONY, from *Παῶν*, Apollo, who is said to have applied it to medicinal purposes.

PANDER, from Pandarus, who procured for Troilus the love of Chryseis.

PHAËTON, from Phaëton, son of Phœbus, who drove the chariot of the Sun unskilfully and was hurled by a thunderbolt from Jupiter into the river Po.

PHILIPPICS, the orations of Demosthenes against Philip of Macedon.

RODOMONTADE, from Rodomonte, a braggart, who figures in Orlando Furioso.

SANDWICH, from Lord Sandwich, an inveterate gamester, who begrudged the time for a meal.

SATURNINE, from Saturn. Supposed to be under the influence of Saturn : dull, grave, phlegmatic.

SAMPHIRE, corrupted from St. Pierre ; the name of a seaweed.

SILHOUETTE, a shadow portrait, in sarcastic allusion to M. de Silhouette, finance minister, temp. Louis XV.

STENTORIAN, from Stentor, a Greek herald in the Trojan war, whose voice, according to Homer, was louder than the united shout of fifty men.

SPENCER, from Lord Spencer, who, when Lord-Lieutenant of Ireland, once in hunting had one skirt of his coat torn off. He tore off the other himself, and some inventive genius made half coats and gave the name to them.

TANTALISE, from the punishment of Tantalus.

TONTINE, from an Italian, Lorenzo Tonti, who devised this method of insurance (1635).

TAWDRY, from the fair of St. Etheldreda, or St. Awdrey, where gaudy finery was sold.

TRAM (WAY), from Outram, the inventor.

ZANY, Italian corruption of Giovanni = John.

CHAPTER XII.

NAMES OF MONTHS, DAYS, WINDS, COLOURS, &c.

§ 1. Months and Days.

1. YEAR, (A.-S.) *gear*, from *erian*, to plough.
 MONTH, (A.-S.)=*mooneth*. Vid. chap. V. 2.
 WEEK, (A.-S.) *weoc*, (Goth.) *wik*=order.
 DAY, (A.-S.) *dæg*, from *dagian*, to dawn.
 YESTERDAY, (A.-S.) *gestrinan*, to acquire; *dæg*=day.
2. SEASON, (Lat.) *satio*, a planting.
 SPRING, (A.-S.) *spring*.
 SUMMER, (A.-S.) *sumor* or *sumer*, from *the sun*.
 WINTER, (A.-S.) from *the wind*. Hence Winter means the *windy time*.
3. JANUARY, either from *Janus*, or from *janua*, the portal of the year.
 FEBRUARY, (Lat.) *februare*, to expiate; *febris*, a fever.
 MARCH, the month of the god Mars.
 APRIL, (Lat.) *aperire*, to open; the spring month.
 MAY, (Lat.) from *Maia*, the mother of Mercury.
 JUNE, (Lat.) from *Junius Brutus*, who expelled the Tarquins in this month.
 JULY, (Lat.) in honour of *Julius Cæsar*, formerly called *Quintilis*.
 AUGUST, (Lat.) in honour of *Augustus Cæsar*.
 SEPTEMBER, (Lat.) *septem*, the seventh month.
 OCTOBER, (Lat.) *octo*, the eighth month.
 NOVEMBER, (Lat.) *novem*, the ninth month.
 DECEMBER, (Lat.) *decem*, the tenth month.
 BISSEXTILE, so called because the sixth of the Calends of March was repeated; occurred *twice*.
4. MONDAY = day of the moon.
 TUESDAY = day of *Tuesco*, a northern divinity (A.-S.).
 WEDNESDAY = day of *Woden*, the Teutonic war-god.

THURSDAY	=	day of Thor, Saxon deity.
FRIDAY	=	day of Friga, the Venus of the Saxons.
SATURDAY	=	day of Seator, the Saturn of the Saxons.
SUNDAY	=	day of the Sun.

§ 2. Winds.

NORTH, (A.-S.)	<i>nyrwian</i> , to bind together, to constrain.
SOUTH, (A.-S.)	<i>seothan</i> , to seethe.
EAST, (A.-S.)	<i>yrslan</i> , to be angry.
WEST, (A.-S.)	<i>wesan</i> , to be wet, to soak.

§ 3. Passions.

HOPE, (A.-S.)	<i>hopian</i> , to look out or after; probably connected with <i>yppan</i> , to open.
JOY, (Lat.)	<i>gaudium</i> .
FEAR, (A.-S.)	<i>fær</i> , a coming suddenly upon—a danger.
LOVE, (A.-S.)	<i>lufian</i> , to love.
ANGER, (A.-S.)	<i>ange</i> , vexation.
MALICE, (Lat.)	<i>malitia</i> , <i>malum</i> , evil.
GRIEF, (Lat.)	<i>gravis</i> , heavy.
HATE, (A.-S.)	<i>hatian</i> , to hate.
SORROW, (A.-S.)	<i>sorh</i> , care, anxiety.
WRATH, (A.-S.)	<i>wrath</i> , anger.
JEALOUSY, (Fr.)	<i>jalousie</i> , a window-blind (Venetian), or (Lat.) <i>zelus</i> , emulation.

§ 4. Colours.

AUBURN, (A.-S.)	= <i>a-bron</i> , i.e. bordering on brown.
BROWN, (A.-S.)	<i>brennan</i> , to burn.
BLACK, (A.-S.)	the same word as bleak; <i>bláclan</i> , to grow dark.
CRIMSON, (Ar.)	<i>kermes</i> , an insect producing the dye.
GREEN, (A.-S.)	<i>grénian</i> , to become or make green, to flourish.
GREY, (A.-S.)	<i>græg</i> . H. Tooke gives <i>geregnan</i> , to stain.
BLUE, (A.-S.)	<i>bláwan</i> , to blow; the colour seen when the clouds are blown away.
LAKE, (It. and Low Lat.)	<i>lacca</i> , an Armenian gum.

PINK, (Dan.) *pincken*, to sparkle, to glitter.

RED, (A.-S.) *read*, *rud*.

SCARLET, (Low Lat.) *s-car-letum*, possibly connected with *car* in *caro*.

ORANGE, (Lat.) *aurata*, golden?

UMBER, earth brought from Umbria, in Italy.

VERMILION, (Lat.) *vermes*, *vermiculus*, a small worm yielding this colour.

WHITE, (Goth.) *hwathan*, to foam.—*Horne Tooke*.

YELLOW, (A.-S.) *gealew*. Tooke derives it from *gealan*, to inflame

CHAPTER XIII.

PARTS OF THE BODY, &c.

ARM, (A.-S.) *earn*, whence *erian*, to plough.

BLOOD, (A.-S.) *blód*, from *bledan*, to bleed.

BODY, (A.-S.) *bidan*, to abide.

BONE, (A.-S.) *bán*, origin of which is doubtful.

BREATH, (A.-S.) *be-oreth*; *óréth*=breath.

BREAST, (A.-S.) *breost*.

CALF, (Gael.) *calpa*, *calba*, a lump. (Icel.) *kalfi*, the calf of the leg.

CHEST, (Lat.) *cista*.

CHEEK, (A.-S.)=*chew*+*eke* (again). *Ceowan*, to chew.

CHIN, (A.-S.) *cin*, *cinan*, to split.

EYE, (A.-S.) *eah*, *eage*=eye.

EAR, (A.-S.) *eare*=ear.

ELBOW, (A.-S.) *eln*=ell, and *bigan*, to bend; the bow or bending of the arm.

FINGER, (A.-S.) *fon*, *fangan*, to take, to grasp.

FLESH, (A.-S.) *flæsc*.

FOOT, (A.-S.) *fot*, *fetian*, to fetch.

HAND, (A.-S.) *hand*, *hentan*, to hold.

HEAD, (A.-S.) *heafod*, *hebban*, to lift up.

HEART, (A.-S.) *heorte*.

INSTEP, (A.-S.) *anstæpan*, to step forward.

JAW, (A.-S.)=*chaw* or *chew*; *ceowan*, to chew.

- JOINT, (Lat.) *jungere*, to join.
 KNEE, (A.-S.) *hnigan*, to bend.
 KNUCKLE, diminutive, from knee.
 LIP, (A.-S.) *lippe*; whence to lap.
 LUNGS, (A.-S.) *lunge*.
 LEG, (A.-S.) *legan*, to place, to lay.
 MIND, (A.-S.) *mynan*, to remember; (Lat.) *mens*.
 MOUTH, (A.-S.) *metian*, to eat.
 NAIL, (A.-S.) *nægel*.
 NECK, (A.-S.) *hnecca*, *hnigan*, to bend, *vide* 'Knee.'
 NOSE, (A.-S.) *næs*.
 RIB, (A.-S.) *rið*, *riðb*.
 SHOULDER, (A.-S.) *sculder*, *scylan*, to divide.
 SKIN, (A.-S.) *scinan*, to shine.
 SPIRIT, (Lat.) *spiritus*; *spiro*, to breathe.
 STOMACH, (Fr.) *estomac*.
 SOUL, (A.-S.) *sawl*, *sawol*.
 SINEW, (A.-S.) *sinu*.
 THIGH=*thick* part of the leg.
 THROAT, (A.-S.) *throte* and *throtu*.
 THUMB, (A.-S.) *thuma*.
 TONGUE, (A.-S.) *thingian*, to address, to speak.
 TOE, (A.-S.) *tá*, from *tacan*, to take.
 TOOTH, (A.-S.)=*tuggeth*, from *teogan*, to tug.
 WRIST, (A.-S.) whereby we *wrest*, or pull.

CHAPTER XIV.

NAMES OF WEIGHTS AND MEASURES.

1. STERLING.—*Temp.* Rich. I., the *Easterlings*, who dwelt in the east parts of Germany, were noted for the purity of their coinage; and, being skilful in minting, were employed in coining, whence the name 'sterling.'—*Camden*.
 POUND, (A.-S.) *ponc*, *pund*; (Lat.) *pondus*.
 SOVEREIGN has the superscription of the *souvan*; (Lat.) *supremus*.

SHILLING, (A.-S.) *scylan*, to divide.

PENNY, (Celtic) *pen*=head. Penny is probably a diminutive.

FARTHING=*fourth-ing* (*ing* dim. suffix)=little fourth part of a penny.

GUINEA, from the Guinea coast.

FLOREN, so called, from Florence, where first coined with the device of the lily flower.

THALER } took their names from the silver works in the *Thal*,
DOLLAR } or valley of Joachim.—Taylor, *Words and Places*.

DUCAT=coin of a duke.

TESTER, bore the image of the king's head (*teste*, or *tête*).

GROAT, like the German *groschen*, were *great* coins four times the size of a penny.

MARK, was a Venetian coin, stamped with the winged lion of St. Mark.

GUILDER, a Dutch coin, possibly from *Guelder* land.

BYZANT, a gold coin, value 15*l.*, struck at Byzantium.

JANE, a small coin of Genoa (*Janua*).

MOIODORE, (Portuguese) *moeda de ouro*=money of gold.

STIVER, a Dutch coin, halfpenny in value. (Dutch) *stuyver*, from *stuyven*, to beat fine.

2. AVOIRDUPOIS, *avoir-du-pois*, to have weight.

TROY, so called from the local standard of 'Troyes.

GRAIN, (Lat.) *granum*.

SCRUPLE, (Lat.) *scrupus*, a sharp rock; hence difficulty, a nicety, a small weight.

DRAM, (Gr.) *δραχμή* (drachme), so termed, for it was as much as the hand could grasp.

OUNCE, (Lat.) *uncia*, the 12th part of a pound.

3. LEAGUE, (Low Lat.) *leuca*, (Fr.) *lieue*, from *locus*, a district.

MILE, (Lat) *mille passuum*.

FURLONG, a *furrow long*.

FATHOM, (A.-S.) *fæthm*.

ELL, (Lat.) *ulna*, the forearm.

YARD, (A.-S.) *geard*, a rod, a measure.

INCH, (Lat.) *uncia*, the 12th part of a foot.

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- 4 PINT, (Low Lat.) *pinta*, (A.-S.) *pynte*, from *pyndan*, to hold.
 QUART, (Lat.) *quartus*, a fourth part of a gallon.
 GALLON, (Low Lat.) *galo*, (Fr.) *galon*, a measure containing *deux pots*.
 PECK from *poke*, (A.-S.) *pocca*, a sack; whence *pocket*. Also (Celtic); see chap VII. 8.
 BUSHEL, (Low Lat.) *busellus*, the origin of which is not clear.
5. FIRKIN, (Ger.) *vier*, four, and *kin* is diminutive: cf. 'farthing.'
 KILDERKIN, (Dan.) *kindeken*; *kind*=child; meaning 'small barrel.'
 TIERCE, (Lat.) *tres*, the third part of a pipe.

CHAPTER XV.

TITLES.

- EMPEROR, (Lat.) *imperator*.
 EMPRESS, (Lat.) *imperatrix*.
 KING, (A.-S.) *cyning*, from *cunnan*, to know.
 QUEEN, (A.-S.) *ge-wenian*, 'to dwell with,' contracted *cwæman*.
 NOBLE, (Lat.) *nobilis*.
 PEER, (Lat.) *par*, equal.
 LORD, (A.-S. and Lat.) *hlaf*, lofty, *ortus*, born; or (A.-S.) *hlaford*, loaf-giver.
 LADY, (A.-S.) *hlaf*, raised; *ig*, add; from *eacan*.
 DUKE, (Lat.) *dux*, a leader.
 MARQUIS, Lord of the 'Marches,' on the Welsh and Scotch borders.
 EARL, (A.-S.) *eorl*, (Dan.) *eorla*, connected with *er* or *ere*, signifying priority.
 COUNT, (Lat.) *comes*, a companion.
 VISCOUNT, (Lat.) *vice comes*.
 BARON, (A.-S.) *beorgan*, to fence or protect (with armour).—*H. Tooke*.
 BARONET, diminutive of the preceding.
 SIR, (Fr.) *sieur*, i. e. *seigneur*.
 BISHOP, (Lat.) *episcopus*, (Gr.) *ἐπισκοπέω*, to overlook.
 CANON, (Gr.) *κάνων*=a rule.
 DEAN, (Lat.) *decanus*, (Gr.) *δέκα*=ten. Sees were divided at an

- early period into 'tithings,' each of which comprised ten churches or parishes, placed under the government of a **dear**
- PRIEST**, (Lat.) *presbyter*, (Gr.) *πρεσβύτερος*, an elder.
- CURATE**, (Lat.) *cura*, one who hath the care or cure of souls.
- DEACON**, (Lat.) *diaconus*, (Gr.) *διάκονος*, servant or minister.
- PARSON**, the *persona*, or chief individual, of a parish. Some take it from *parochianus*.
- SEXTON**, corrupted from *sacristan*, the officer who looks after the accessories of worship.
- CHANCELLOR**,* (Lat.) *cancellarius*, a *cancellis*.
- CONSTABLE**, (Lat.) *comes stabuli*, count of the stable=master of the horse.
- MARSHAL**, (Dutch) *mareschalk*, q.d. *magister caballorum*=master of the horse; or *mähre*, a horse, and *schalk*, a servant.
- ADMIRAL**, (Arabic or Turkish) *emir-al-bahr*=lord of the sea.
- KNIGHT**, (Ger.) *knecht*.
- ESQUIRE**, i. e. *scutiger*, shield-bearer, (Lat.) *scutum gerere*, to carry the shield.
- DAUPHIN**, from Dauphiné, a province sold or given by Humbert, earl thereof, to Philip of Valois, on condition that the king's eldest son should hold it during the lifetime of his father.
- CLERK**, (Gr.) *κλήρως*, a lot, because Matthias was chosen by lot; hence 'clergy.'
- SENECHAL**, (Lat.) *senescallus*=*senior servus*; *scal* (A.-S.), *servus*.
- SHERIFF**=*shire-reeve*; *shire*=county, *reeve*=officer.
- WOODREEVE**=an officer who looks after the wood.
- ABBOT**, (Hebrew) *Abba*=father.
- NABOB**, (Hindoo) *Nawab*=gentleman.
- STEWARD**=*sted-ward*=keeper of the place. Hence the name 'Stewart;' as 'Howard,' from hold-ward, or keeper of the hold.
- BEADLE**, (A.-S.) *bead*, a prayer, from *beodan*, to pray, to cry: so beadle means 'crier.'

* " *cancellarii* were officers of a court of justice, who stood *ad cancellos*, at the railings, received the petitions of suitors, and acted as intermediaries between them and the judge. To them naturally fell the office of keeping the seal of the court—the distinctive feature of *chancellors* of modern times.—Wedgewood.

BAILIFF, from *vallum*, a rampart: one who looks after the enclosure.

Other titles will be found under the chapters relating to MILITARY and ECCLESIASTICAL TERMS.

CHAPTER XVI.

MILITARY TERMS.

ARSENAL, (It.) *arce-navale*, or naval citadel.

CADET, (Sp.) *cadete*, one who enlists without pay, expecting a commission.

COMMANDER, (Lat.) *mandare*, to entrust.

COMMODORE, (Sp.) *comendador*, i. e. commander.

CORPS, (Lat.) *corpus*, the body.

COMRADE, (Fr.) *camerade*, (Lat.) *camera*, a chamber.

GENERAL, (Lat.) *genus*; one who attends to general and not particular arrangement.

COLONEL, either from (Lat.) *dux colonie*; or *columna*, the column or pivot of the regiment; some say (It.) *colonello*, formerly *coronel* or crown captain, from (Lat.) *corona*.

MAJOR, (Lat.) *major*, greater.

CAPTAIN, (Lat.) *caput*, the head.

LIEUTENANT, (Fr.) *lieu tenant*, (Lat.) *locum tenens*.

CORNET, (Lat.) *cornu*, a horn.

ENSIGN, (Lat.) *insignia*. Some say corrupted from *ancient*.

SERJEANT-AT-LAW, (Lat.) *serviens*.

SERGEANT-AT-ARMS, (Fr.) *serriant*, i. e. one who dresses or drills or masses men. So we speak of *serried* ranks.

CORPORAL, (Lat.) *corpus*, a body.

PIONEER, (Sp.) *peon*, a foot soldier.

PRIVATE, (Lat.) *privatus*, an individual.

SENTINEL,* (Fr.) *sentinelle*, (Lat.) *sentire*.

SOLDIER, (Lat.) *solidus*, pay.

SEPOY, (Pers.) *sipahi*, a soldier.

ARTILLERY, (Lat.) *arcus* and *telum*=bow and arrow; *ry*, suffix, implying collectiveness.

CAVALRY, (Lat.) *caballus*, a steed.

INFANTRY, the bodyguard of the Infanta of Spain.

GRENADIER, (Sp.) *granada*, a hollow globe of iron resembling a pomegranate.

DRAGOON, (Lat.) *draconarii*, standard-bearers of the dragon, at the period of the decline of the Roman empire. Some say from *dragon*, a species of carbine.

HUSSAR, (Hungarian) *husz*=twenty and *ar*=pay. Every twenty houses furnished one cavalry soldier.

ACCOUTREMENTS, (Fr.) *accouterer*, formerly *accoustrer*, to equip with habiliments (ecclesiastical), (old Fr.) *cousteur* is the same as *custos*.

ARMS, (Lat.) *arma*.

BAYONET, from *Bayonne*, the place of its first manufacture.

BAUDRICK, BALDRICK, also spelt *bawdrick*, a belt or girdle, (Fr.) *baudrier*, to dress or curry leather; from (Low Lat.) *baldringus*, which Du Cange thinks to be 'the belt or ring of a bold man.'

CANNON, (Lat.) *canna*, a hollow reed.

CARBINE, (Sp.) *caraba*, a guarda costa, or revenue cutter, the guns of which were small.

CARRONADE, a gun made at Loch Carron foundry, in Scotland.

CLAYMORE, (Gael) *claideamh*, a sword, and *more*, great.

CUIRASS, (Fr.) *cuir*, (Lat.) *corium*, leather.

CUTLASS, (Lat.) *cultellus*, a knife.

CHEVAUX DE FRISE, wooden horses of Friesland, first used at siege of Groningen, 1658, to check the Spanish cavalry.

* The real origin of the designation is the confinement of the soldier on guard to a short path or beat, (Old Fr.) *sente*, a path. *Sentinelle* is a secondary derivation from *sentine*, and the name has been transferred to the man himself.—*Wedgewood*.

- DAGGER, (Fr.) *daguer*, (Low Lat.) *dagga*. Some derive it a *Dacis*.
 DIRK, (Icelandic) *daur*, a sword, (Dan.) *dorck*, a short sword.
 FALCHION = *ensis falcatus*, (Lat.) *falx*, a scythe, or cutter.
 FASCINES, (Lat.) *fascis*, a bundle of sticks.
 GRENADE, (Sp.) *granada*, a hollow globe of iron, so called from its likeness to a 'pomegranate.'
 GUN, (A.-S.) *gynian*, to yawn, or gape; hence *gin*, a snare.
 GABION, (It.) *gabbia*, (Lat.) *cavea*, a basket filled with earth.
 HALBERD, (Swiss) *halm* = handle of an axe; and (Ger.) *barte*, a broad axe: the word means 'a long-handled axe.'
 HAUBERK, (A.-S.) *hals*, the neck, and *beorgan*, to protect.
 HELMET, (A.-S.) *helan*, to cover: the helm, or the helmet, is the highest point of the armour, so the helm is the highest point of the rudder.
 MORION, a *Maurorum usu*; possibly from (A.-S.) *myrran*, to dissipate.
 MORTAR, (Fr.) *mortier*, to bruise or pound.
 MUSKET,* (Lat.) *musca*, a gnat: the ball stings like the bite of a gnat.
 PARTISAN, (Fr.) *pertuiser*; (Lat.) *pertusum*, *pertundere*, to beat through.
 PETARD, (Sp.) *petardo*, (Fr.) *peter*, (Lat.) *pedere*.
 PISTOL, (It.) *Pistoja*, near Florence.
 SABRE, (Ar.) *seif*, a sword, (Hung.) *szafni*, to cut.
 SCIMITAR, (Turkish).
 SHIELD, (A.-S.) *scyldan*, to protect.
 SQUADRON, (Lat.), *acies quadrata*.
 SPEAR, same as spar; (A.-S.) *speare*, a small dart.
 SWORD, (A.-S.) *warian*, to guard.
 STILETTO, (It.) dim. from (Lat.) *stylus*.
 TARGET, dim. from *targe*, (Lat.) *a tergo*, because made of hides.
 TRUMPET, (Lat.) *triumphare* = to triumph.
 TUMBRIL, (Fr.) *tombereau*, (Low Lat.) *tumberella*, a cart or waggon.
 TROOP, (Lat.) *turba*.
 AMBULANCE, (Lat.) *ambulare*, to walk.

* (Mid. Lat.) *muschetta*, a bolt sped from a *ballista*; *muschetta*, from (Prov.) *mosquet*, a sparrow-hawk; (Dutch) *musch*, a sparrow.

BULWARK, (Fr.) *boulevard*, (Dan.) *bollverk*; *boll*, a globe or circular work.

CAMP, (Lat.) *campus*, a plain.

FORT, (Lat.) *fortis*, strong.

PARAPET, (Gr. Lat.) *παρά* and *pectus*, i.e. 'as high as the breast.'

QUARTERS, (Lat.) *quartus*, *quatuor*, the Roman camp was divided into four parts.

TENT, (Lat.) *tendere*, to stretch.

TRENCH, (Lat.) *trans*, across, and *scindere*, to cut.

AMBUSCADE, (It.) *imboscare*, *bosco*, (Fr.) *bois*, (Eng.) *bush*.

BIVOUAC, (Ger.) *bei-wachen*, to watch.

ESCALADE, (Fr.) *eschelle*, a ladder.

FLANK, either (Gr.) *λαγών*, or (A.-S.) *lengian*; thence be-lank, p-lank, flank.

REAR, (Fr.) *arrière*, (Lat.) *retro*.

VAN, (Fr.) *avant*, (Lat.) *ante*, before.

MARCH, (Fr.) *marcher*, i. e. *monter-à-cheval*, from (Bret.) *marc'h*, a horse.—*Wedgewood*.

RETREAT, (Lat.) *re-trahere*, to draw back.

SIEGE, (Lat.) *sedere*, to sit.

CHALLENGE, (Lat.) *calumniari*, to calumniate.

CALIBRE, either from Calabria, or (Fr.) *qualibre*=*qua libra* (Lat.) *æquilibrium*.

COMMISSARIAT, (Lat.) *committere*, to entrust.

DONJON, (Lat.) *dominium*, *dominus*, (A.-S.) *deman*, to subdue.

FORAGE, (Lat.) *foris*, abroad; *agere*, to collect.

FODDER, (Low Lat.) *foderum*, (A.-S.) *fodre*, *fother*=*pabulum*, from *fedan*, to feed.

LEDGER, (A.-S.) *lecgan*, to lie. A book that lies open for immediate entries.

STORES, (A.-S.) *styrian*, to move.

RUM (Erse), a cant word for a poor country parson; it means *kill-devil*,

GIN, (Fr.) *genièvre*, or juniper, or Geneva.

BRANDY, (A.-S.) *brand* or burned (wine).

WHISKEY, (C.), corrupted from *usquebaugh*, or water of life.

BISCUIT, (Lat.) *bis coctus*, twice cooked.

CHAPTER XVII.

ECCLESIASTICAL TERMS.

§ 1.

ABBEY, (Hebrew) a community governed by an abbot. *Abba means father.*

CATHEDRAL, (Gr.) *καθέδρα* = from the bishop's chair or throne.

CONVENT, (Lat.) *convenire*, to assemble.

CHAPTER, (Lat.) *caput*, the head: an assembly of 'heads,' or chapter of the church.

CHURCH, (Gr.) *κυρίου οἶκος* = the House of the Lord, *τὸ κυριακόν*.

CHAPEL, (Lat.) *capella*, a shrine.

CLOISTER, (Lat.) *claustrum*, a barrier, from *claudere*, to shut.

MINSTER, (Lat.) *monasterium*, an abode of monks.

§ 2.

ARCHBISHOP, (Gr.) *ἀρχι-ἐπίσκοπος* = chief overseer.

BISHOP, vide chap. XV.

DEAN, vide chap. XV.

CANON, vide chap. XV.

PRIEST, vide chap. XV.

PARSON, vide chap. XV.

CLERK, vide chap. XV.

ACOLYTE, an attendant, (Gr.) *ἀκολουθέω*, to follow.

SEXTON, vide chap. XV.

VERGER, one that beareth a staff or rod; (Lat.) *virga*.

MONK, (Gr.) *μόνος*, alone, solitary.

NUN, (A.-S.) *nonné*, (It.) *nonna*, a grandmother. The first nuns would naturally be elderly women; possibly a Coptic word meaning 'chaste.'

FRIAR, (Lat.) *frater*, brother.

DEACON, vide chap. XV.

HERMIT, (Gr.) *ἐρημος*, the desert

CHURCHWARDEN, the guardian of the church.

SIDESMAN, said to be a corruption of 'synod's man,' from the ancient custom of electing three laymen to represent the parish in 'synod.'

§ 3.

AISLE, (Lat.) *ala*, the wing or side of a church.

BELFRY, (Fr.) *beffroi*, a watch-tower.

CHANCEL, a *cancellis*, because *cancelli*, or bars, separated it from the area of the church.

CHOIR, (Gr.) *χορός*, (Lat.) *chorus*, a multitude of *singers*, or dancers.

NAVE, (A.-S.) *nafa*, the concave centre or body of a church; hence also *navel*; possibly from *navis*, a ship, the symbol of the church.

PEW, (Dutch) *puye*, possibly (Lat.) *podium*, an elevated place or balcony.

PULPIT, (Fr.) *poultre*, (Lat.) *pulpitum*, a raised place.

STEEPLE, (A.-S.) *steopl*, a tower, or steeple, perhaps from A.-S. *steáp*, precipitous.

VESTRY, the place where sacred robes were kept; (Lat.) *vestis*, a garment.

FONT, (Lat.) *fons*, fountain.

§ 4.

ALB, (Lat.) *albus*, white.

CHALICE, (Lat.) *calix*.

CHASUBLE, (Low Lat.) *casula*, dim. of *casa*, a house.

COPE, (Low Lat.) *capa*, or *cappa*, a cloak.

COWL, (Lat.) *cucullus*.

GOWN, (Welsh) *gwn*.

SURPLICE, (Lat.) *super pelliceum*; *super*, over, *pellis*, skin.

PATEN, (Lat.) *patina*, a plate, or dish.

ROCHET, (Lat.) *rochetum*, (A.S.) *roc*, a shirt or short-sleeved alb.

TUNICLE, (Lat.) *tunicella*, a little tunic.

§ 5.

CHRISTMAS=mass of Christ.

MICHAELMAS=mass of St. Michael.

EPIPHANY, (Gr.) ἐπιφάνεια = manifestation; the manifestation of Christ to the Gentiles.

SEPTUAGESIMA, (Gr.) 70th; really sixty-four days before Easter.

SEXAGESIMA, (Gr.) 60th; really fifty-seven days before Easter.

QUINQUAGESIMA, (Gr.) 50th; really fifty days before Easter.

ASH WEDNESDAY. On this day anciently penitents presented themselves in church with ashes sprinkled on their heads.

LENT, (A.-S.) *lencten* = spring.

MAUNDAY THURSDAY, the day before Good Friday, from *dies mandati* = the 'day of the commandment,' either because Christ *commanded* 'the washing of feet,' or because he *commanded* the observance of the Eucharist.

EASTER, (A.-S.) *Eastre*. '*Eostur-monath*,' says Bede, 'which is now called the Paschal month, had its name from a goddess called *Eostre*, and to whom they at that time used to celebrate festivals.' This goddess is supposed to be the same as *Ashtaroth*, or Venus. Others take it immediately from East, *q. v.*; others from (A.-S.) *arisan*, to arise.

ROGATION DAYS. Days for special 'litanies,' or supplications; (Lat. *rogo*, to ask.

LITANY, (Gr.) λήτρεια from λίσσασθαι, to pray.

LITURGY, (Gr.) λειτουργία = a public work; λείρον, public, ἔργον, work.

EMBER WEEKS, (A.-S.) *ymbyrne* = a revolution, or circuit, e. g. *years ymbyrne* = a year's course. In the Anglo-Saxon we find for these fasts of the four seasons, *ymbyrne dægas*, *ymbren festen*, *ymbren wucan*.

PENTECOST, (Gr.). Fifty days after Easter bring us to this festival, called in the Christian church—

WHITSUNDAY.* This was a stated time for baptism in the ancient church, and the baptized put on *white* garments.

§ 6.

APOSTLE, a messenger; (Gr.) ἀποστέλλω, to send.

HERETIC, one who chooses his own doctrines; (Gr.) αἰρεῖσθαι, to choose.

FAST, (Goth.) *fastan*; (A.-S.) *fæstan*, to observe, or keep.

FEAST, (Lat.) *festus*, festal, or joyous.

* Another suggestion is that the day was so called because our ancestors used to give the poor on that day all the milk of their ewes and kine, which milk was called in some places the *whites of kine*, in others *white meat*.

MASS, either from the concluding words of the service, *ite, missa est*, or from the Hebrew *misach*, almsgiving.

PARISH, (Gr.) *παρά, οἶκος*, i. e. a contiguous dwelling.

PAGAN, (Lat.) *paganus* = a villager. 'When the Roman empire was converted to Christianity, religion did first take place in the cities; this word, signifying a *country people*, came to be used in common speech for the same that infidels and unbelievers were.'—*Hooker*.

HEATHEN = dwellers on the *heath*, same as pagan.

PALL, (Lat.) *pallium*, a cloak, whence *palliate*.

PREACH, (Lat.) *prædicare*.

SAINT, (Lat.) *sanctus*, holy.

SHRINE, (Lat.) *scrinium*, a basket, or chest, in which books, writings, or other secret things were deposited.

SACRAMENT, (Lat.) *sacramentum*, an oath.

SYNOD, (Lat.) *synodus*; (Gr.) *σύνδοκος*, a convention.

N. or M., in the baptismal service, in answer to the question, 'What is your name?' are said to be the initials of the patron saints Nicholas and Mary.

DIOCESE, (Gr.) *διοικεῖν*, to dwell apart.

CHAPTER XVIII.

POLITICAL TERMS.

CAVALIER, ROUNDHEAD. The apprentices of London published a petition against Popery and Prelacy in 1641. Seditious cries having been raised, and the bishops assaulted on their way to Parliament, skirmishes between the malcontent apprentices and many gentlemen, who volunteered to be the king's body-guard, were of daily occurrence. 'And from these contests,' says Clarendon, 'the two terms of *Roundhead* and *Cavalier* grew to be received in discourse, and were afterwards continued for the most succinct distinction of affections throughout the quarrel; the servants of the king being called *Cavaliers*, and the other of the rabble, contemned and despised under the name of *Roundheads*.'

CABINET. According to the original constitution of our monarchy, the king had his privy council, consisting of the great officers of state, and any others he should summon, bound by oaths of fidelity and secrecy, by whom all affairs, foreign or domestic, were debated and determined, subject to his good pleasure. It thence happened that some councillors more eminent than the rest formed *juntos*, or cabals, for more close and private management of affairs, or were selected as more confidential advisers of the sovereign. The very name of cabinet council, as distinguished from the larger body, may be found as far back as Charles I. After the Restoration, by degrees the ministry, or cabinet, obtained the king's final approbation to their measures before they were laid before the council. During the reign of William III., this distinction of the cabinet from the privy council, and the exclusion of the latter from all business of state, became fully established.

CABAL, from Hebrew *cabala*, a secret. The word *cabal* had been employed earlier than 1667 to denote a *secret council*, what is now termed the *cabinet*. Its influence was principally directed to foreign affairs. In 1670, after the fall of Clarendon, an administration was formed consisting of Clifford, Arlington, Buckingham, Ashley, and Lauderdale; and as the initial letters formed the word C. A. B. A. L., this cabinet was henceforward called the Cabal, *par excellence*.

CHARTIST. There was held in the open air, at Birmingham, August 6, 1838, the first demonstration, on a large scale, of the political agitators called 'Chartists,' because they clamoured for what they called 'the people's charter,' which contained six points:—

- (i) Universal suffrage.
- (ii) Vote by ballot.
- (iii) Equal electoral districts.
- (iv) Paid representatives in parliament.
- (v) Abolition of property qualification for members of parliament.
- (vi) Annual parliaments.

COVENANTER. The national covenant, professing to be based upon a document which James VI. of Scotland had signed in 1680, was drawn up and published by the four Tables: (i) Nobility, (ii) Gentry, (iii) Ministers, (iv) Burgesses; and in their hands the whole authority of the realm was vested. They elected a general assembly, which met at Glasgow, November 21, 1638, and abolished episcopacy, ordering that every one should sign the covenant under pain of excommunication. The Covenanters prepared for war, and they entered England August 20, 1640. An agreement was signed at Ripon, October 26, 1640; commissioners were appointed, to whom the settlement of points in dispute were referred. This covenant, under the name of *Solemn League and Covenant*, was received by the Parliament or assembly of divines, September 25, 1643. It differed essentially from the covenant of 1638, according to Hallam, and consisted of an oath, to be subscribed by all sorts of persons in both kingdoms:—

- (i) To preserve the reformed Religion in the Church of Scotland in doctrine, discipline, worship, and government.
- (ii) To endeavour to bring the churches of God in the three kingdoms into the nearest conjunction and uniformity in religion, confession of faith, form of church government, directory of worship, catechising, &c.
- (iii) To endeavour, without respect of persons, the extirpation of Popery, prelacy, and whatsoever should be found contrary to sound doctrine and the power of godliness.
- (iv) To preserve the rights and privileges of the Parliaments and the liberties of the kingdoms, and the king's person and authority in the preservation and defence of the true religion and true liberty.
- (v) To endeavour the discovery of incendiaries and malignants who hinder the reformation of religion, and divide the king from his people, that they may be brought to punishment.
- (vi) To assist and defend all such as should enter into this Covenant.

A large number of beneficed clergy who refused to subscribe were ejected. Charles II. signed it reluctantly at Spey (1650). In 1661 the House of Commons ordered it to be burnt by the common hangman, and in the same year Scotland renounced the Covenant, and declared the supremacy of the king.

EXCHEQUER, COURT OF. This name was derived from 'the table at which the sittings of the court were held—a four-cornered board about 10 feet long and 5 feet broad, fitted in manner of a table to sit about, on every side whereof is a standing ledge or border four fingers broad. Upon this board is laid a cloth, bought in Easter term, of black colour, rowed with strakes distant about a foot and a span. On the squares of this "scaccarium," or chequered cloth, counters were placed to assist in making the needful computations.'

FENIAN. After the ludicrous attempt at insurrection in 1848, made by Smith O'Brien, Mitchell, Meagher, and others, a new secret society of conspirators was formed by Stephens, who seems to have derived his method and organisation from the revolutionary Polish committees. To this new society he gave the name of 'Phoenix,' as symbolical of 'resurrection' (*i. e.* insurrection). The difficulty experienced by an Irish peasant in pronouncing the word led, no doubt, to its corruption into 'Fenian.' The laborious attempts made from time to time to derive the name from early Irish history, or the Phœnicians, remind one of the squabbles of the antiquaries about 'Bill Stumps his mark,' in the pages of *Pickwick*!

FIFTH MONARCHY MAN. A sect of republicans who appeared in England in 1645, and taught that Christ was about to reappear on earth, and establish a new universal monarchy. In 1653 they held weekly meetings in London, at which they denounced Cromwell as 'the man of sin,' 'the old dragon,' and 'the dissemblingest perjured villain in the world,' in consequence of which he put a stop to their proceedings. They reappeared, however, at the Restoration, and stirred up a riot in which several lives were lost (1661).

GUELPH, Ghibbeline. On the death of Lothaire II., Emperor of

Germany, in 1137, Conrad, Duke of Franconia, son of Frederick of Hohenstaufen, Duke of Swabia and Lord of Wiblingen, corrupted into Ghibbeline, was elected his successor. His right to the throne was contested by Henry the Proud, Duke of Saxony and Bavaria, nephew of Guelph II., Duke of Bavaria. He was declared an outlaw, and shortly after died. His adherents transferred their allegiance to his son Henry the Lion, and the empire was divided into two factions,—the adherents of Conrad, or Ghibbelines, and the adherents of Henry, called Guelphs. The titles were first used at the battle of Weinsberg, 1140. When the strife terminated in Germany, it continued in Italy. The supporters of the popes were called Guelphs; those of the emperor, Ghibbelines. Charles of Anjou expelled the Ghibel-lines from Italy.

GIRONDIST. A political party during the great French Revolution, so called because its leaders were deputies from the Gironde. In principle they were really *Moderate Republicans*. Sometimes this party was called 'Brissotine,' sometimes the 'Plain,' because they sat on the floor of the Convention. Their opponents were called 'Jacobins,' because the meetings of their clubs took place in a building formerly a convent of Dominicans or Jacobins. These men, headed by Robespierre, Danton, Marat, St. Just, and others, were called the 'Mountain,' because they sat on the highest seats ranged round the Hall of Convention. The leading difference between these two parties may be briefly stated thus:—The aim of the Girondists was to constitute France a federal republic. The aim of the Jacobins was manifested in their motto, 'A Republic, one and Indivisible.' This great question between republicans of two shades has been repeated in the war between the Northern and Southern States of America, the motto of the Southern States being 'States' Rights,' i. e. a federal union; and the principle of the Northern republicans, 'A Republic, one and Indivisible.'

HUGUENOT. So called from (Ger.) *eidgenossen*, confederates; or from *Hugues*, a noted Calvinist of Geneva: a name given to French Protestants of the 16th century, first persecuted in

1559, and so called in 1561. By the revocation of the Edict of Nantes, 1685, they were deprived of toleration, and many took refuge in neighbouring countries.

JACOBITES. The party that supported the Stuart Pretenders in 1715 and 1745. In general, adherents of the Stuart dynasty.

LEVELLERS. A party, which desired that 'all degrees of men should be levelled, and an equality established both in titles and estates throughout the kingdom,' obtained the supremacy in the army of the Long Parliament in 1647. They denounced all existing forms of government, and clamoured for the blood of Charles I. They raised an insurrection in 1649, and Cromwell took measures to suppress them. *Vide* 'Fifth Monarchy Man.'

LOLLARDS. A sect in Germany, who dissented from the Church before she renounced Popery. They sprang from William Lollard, who began to propagate his opinions in 1315, and was burned at Cologne 1351. The name was afterwards given to the disciples of Wickliffe.

MUGGLETONIANS. A sect, followers of Lodowicke Muggleton, a journeyman tailor, who in 1651 commenced as a religious teacher, declaring that he and his companion, John Reeve, were the two witnesses mentioned in the 'Book of Revelation.' Muggleton was tried at the Old Bailey for blasphemy, and convicted Jan. 17, 1676. He died March, 1677. The Muggletonians were in existence in the middle of the last century.

'It is also to be noticed that, during the civil troubles, several sects had sprung into existence, whose eccentricities surpassed anything that had before been seen in England. A mad tailor, named Lodowick Muggleton, wandered from pot-house to pot-house, tipping ale and denouncing eternal torments against those who refused to believe on his testimony, that the Supreme Being was only six feet high, and that the sun was just four miles from the earth.'—Macaulay's *History of England*, vol. i. p. 170.

MOUNTAIN. *Vide supra*, 'Girondist.'

NONCONFORMIST. A name used generally to describe dissenters from the Church of England, was first given to those who refused to comply with the Act of Uniformity (2 & 3 Edward VI.

c. 1.) passed in 1549. On the passing of the Act of Uniformity of Charles II., 2000 of the clergy voluntarily resigned their livings on St. Bartholomew's Day, 1662. The Nonconformists held a bicentenary commemoration of this event in 1862, though no prominence was given to the fact of how they had become possessed of livings which the Act compelled them to relinquish.

ORANGEMAN. This name was given by the Roman Catholics to the Protestants of Ireland, on account of their support to William III., Prince of Orange. It was first assumed in 1795, as the designation of a political party, by the Protestants who formed loyal associations in opposition to the Society of United Irishmen, organised in 1791.

NONJUROR. Sancroft, Archbishop of Canterbury, the Bishops of Bath and Wells, Ely, Gloucester, Norwich, and Peterborough refused to take the oath of allegiance to William III., and were deprived Feb. 1, 1691. The Bishops of Chichester and Worcester also refused, but died in the interim. To these men and their followers the term *nonjurors* was applied. They divided into two sections in 1720, in consequence of a dispute concerning the administration of the Communion. By 9 Geo. I. c. 18, 1728, they were subject to the same taxes as Papists, and conducted their worship in hired rooms or private houses. They became extinct in 1780.

PEELITE. A name given to that section of the Conservative party which, after the rupture caused by the repeal of the corn laws, still adhered to Sir Robert Peel. Most of them joined the Liberal party.

PROTESTANT. The second Diet of Spires, in 1529, decided that religious differences could only be decided by an ecclesiastical council, thus entirely disallowing the right of private judgment. A solemn protest was made against this decision by the Lutheran princes of Germany, April 19, 1529, in consequence of which the members of the Reformed Churches have since been known as Protestants. The protest was drawn up by Luther and Melancthon.

PARLIAMENT. 'At the close of the reign of Henry III., the *curia*

regis was called the King's Parliament, a term then employed to express any assembly met for the purpose of conference.'—Parry, *Parliament and Councils of England*. It did not then denote a legislative assembly, though the term began to be used in that sense at the commencement of the reign of Edward II. (1307–1317). The two branches of the legislature assembled in the same room as late as 1342. Their joint assent became necessary before any act could become law, in the reign of Edward IV. (1461–1483).

PURITAN. According to Fuller, the name was first applied in 1564 (or, as others say, 1569) to persons who, in the time of Queen Elizabeth, refused to adhere to the episcopal form of worship. In the reign of Charles I. it was chiefly applied to the Independents.

RIBBONMEN. Owing to the secret nature of the constitution of this faction of Irish Roman Catholics, the date of origin is not known. Some authorities refer it to about the commencement of the present century: others fix the date twenty years after. Their outrages are mentioned in March, 1820, and they have ever since been intimately connected with the troubles of Ireland. Numerous murders were committed by them in 1858 and 1862.

RADICAL. The extreme democrats in England first received the name of Radical about 1819. Derived from *radix* (*root*) because the politicians so called desire to upset or alter the constitution from the root or foundation.

TORY and WHIG.* The origin of these names is a subject of controversy. Macaulay says (vol. i. p. 267), 'Opponents of the court were called Birminghams, Petitioners, Exclusionists. Those who took the king's side were called *anti-Birminghams*, *Abhorrrers*, *Tantivies*. These appellations soon became obsolete,

* 1648. 'Argyle drew to arms in the Highlands, whilst the Western peasantry, assembling and headed by their divines, repaired to Edinburgh. This insurrection is called the *Whigamore's Raid*, from the word *whig whig*, i.e. *get on, get on*, which is used by the Western peasantry in driving their horses; a name destined to become the distinction of a powerful party in British History.'—Sir W. Scott's *Tales of a Grandfather*.

but at this time were first heard two nicknames still in daily use. It is a curious circumstance that one of these nicknames was of Scotch, the other of Irish origin. In Scotland some of the persecuted Covenanters, driven mad by oppression, had lately murdered the Primate, taken arms against the Government, obtained some advantages over the king's troops, and been finally routed at Bothwell Brig by Monmouth. These zealots were most numerous among the rustics of the western Lowlands, who were vulgarly termed whigs (from whey, *sour milk*). Thus the appellation was transferred to those English politicians who were disposed to treat Protestant Nonconformists with indulgence. The bogs of Ireland at the same time afforded refuge to Popish outlaws, much resembling those afterwards known by the name of *Whiteboys*. These men were then called Tories (which means *robbers*). The name Tory was therefore given to those who refused to concur in excluding a Roman Catholic prince from the throne.'—*Macaulay*.

For additional information the student is referred to *Notes and Queries*.

TRIMMER. A political party, of which Viscount Halifax (temp. Charles II.) was chief.

'He (Halifax) was the chief of those politicians whom the two great parties contemptuously called "Trimmers," i.e. between both, now siding with the one, now with the other. He assumed it as a title of honour, and vindicated the dignity of the appellation. "Everything good, he said, trims between two extremes." '—*Macaulay*.

Trimmers were analogous to Peelites.

ADULLAMITE. A name given by Mr. Bright to Mr. Lowe and other Liberals who differed from their party on the subject of Reform (1867). The name is taken from the Scripture narrative of David's resort to the cave of Adullam with '*all that were discontented*.'

This epithet will probably be applied henceforth to a rebellious faction of either political party.

HUSTINGS. 'The most noticeable traditions of ancient liberties are associated with the places where the *Things*—the *judicial* and

legislative assemblies of the Scandinavian nations were wont to meet. . . . The Northmen introduced their *Things* into England. The very name survives among us as an household word. A *meeting* is properly the *mote-thing*, an assembly of freeholders, and at the *hustings* or *housething* the duly qualified householders still assemble to delegate their legislative powers to their representatives in Parliament.'—Taylor's *Words and Places*.

STAR-CHAMBER. The derivation of this term is uncertain. Some say it arose from the *starry* decorations of the roof; others derive it from *Sterra* (Port.), a parchment, because it was used as a repository for contracts made with the Jews.

Hallam considers this court originated in the *consilium regis ordinarium*—the subject of many statutes from temp. Edward III. Though not erected it was remodelled by 3 Henry VII. (1486). Its constitution and authority were defined more particularly by 21 Henry VIII. (1529), by which the President of the Council was made one of the judges. It was abolished by 16 Charles I. (1640). An unsuccessful attempt was made to revive it in 1662.

The Star Chamber took cognisance both of civil suits and of criminal offences throughout the time of the Tudors. The civil jurisdiction claimed and exerted by the Star Chamber was in general such as now belongs to the Court of Admiralty; some testamentary matters, in order to prevent appeals to Rome; and suits between corporations. The offences principally cognisable in this court were forgery, perjury, riot, maintenance, fraud, libel, and conspiracy. But, besides these, every misdemeanour came within the proper scope of its inquiry. Corruption, breach of trust, and malfeasance in public affairs, or attempts to commit felony, seem to have been reckoned not indictable at common law, and came in consequence under the cognisance of the Star Chamber. The mode of process was of a summary nature. The accused person was privately examined, and if he had confessed enough to deserve sentence it was immediately awarded. The more regular course of proceeding seems to have nearly resembled that of the Court of Chancery. It was

held competent for the court to adjudge any punishment short of death. Fine and imprisonment were of course the most usual. The pillory, whipping, branding, and cutting off the ears, grew into use by degrees.

CHAPTER XIX.

PECULIAR WORDS.

AMUCKER, RUN-A-MUCK, (Malay) *amuco*, a madman.

ASSASSIN, (Pers.) *Hashish*, an intoxicating poison. The name of a tribe of fanatics, who lived in the mountains of Lebanon, similar to the Thugs in India.

BAILIFF, (Lat.) *vallum*, a rampart.

BALDERDASH, possibly from the Scandinavian deity, *Balder*; or Icelandic, *Balldur*=*balbuties stultorum*; or Welsh, *baldorddus*.

BARBICAN, (Pers.) *bâla-khaneh*, (Mid. Lat.) *barba cana*, an upper chamber; whence also *balcony*.

BARLEY SUGAR, corrupted from (Fr.) *sucre brûlé*, i.e. burnt sugar.

BEDLAM, corrupted from the convent of St. Mary of Bethlehem, assigned by the Reformers for the reception of lunatics.

BEEFEATER, corrupted from Fr. *buffetier*, buffet=sideboard.

BIGOT, from *bigote* (Sp.), a moustache; or from old N.-Fr. *bigot*, i.e. by God; or possibly corrupted from *Visigoth*=a fierce persecutor.

BLACKGUARD, a name given to the lowest servants who attended to the pots and kitchen utensils of the great on their travels.

BLUNDERBUSS, (Ger.) *büchse*, applied to a rifle, a box, hence 'arquebus,' 'Brown Bess,' &c.

BOG LATIN, i.e. *bok-ledene*, or book-learning.

BOGIE, possibly from *Bogu*, the name of a Scandinavian deity.

BOGUS, corrupted from *Borghese*, an American worthy.

BOOBY, (Lat.) *bubo*, an owl; (Gr.) *βοῦς*, an ox.

BOSH, a pure gipsy word for *fiddle*.—Blackley's *Word Gossip*.

BRAG, probably from *Bragi*, the Norse god of mirth and song.

BRIGAND, (Fr.) *brigand*; (Sp.) *bregante*, a footman armed; or possibly, (It.) *brigare*, to strive, to brawl.

BUCCANEER, (Fr.) *boucan*, a wooden gridiron, whereon cannibals broil pieces of flesh; a term applied to savage pirates.

BUFFOON, (Fr.) *buffon*, the fool in the pantomime, who receives the *buffs* or blows for the amusement of the spectators; possibly *bufo*, a toad.

BUNKUM, a name derived from some American worthy.

BURLESQUE, (It.) *burlesco*, or *Bernesco*, from Francesco Berni, who invented this species of composition.

CANNIBAL, probably a corruption of *Carib*, or *Caribal*, a savage West Indian people.

CANTER, i. e. Canterbury gallop, taken from the ambling pace of pilgrims going to the shrine of St. Thomas of Canterbury.

CHARLES'S WAIN, corrupted from *ceorl's-wain*, or peasant's waggon.

CHEEK BY JOWL. Sometimes written *jig by jowl* = 'cheek by head' Jowl means head or gullet.

CHOUSE, (Turk.) *chiaous*, a messenger from the Grand Seignor, in 1609, defrauded the Turkish and Persian merchants in London of 4,000*l*.

COAX, from *cogs-men*, who, in the garb of sailors, practised on the credulity of those they met by tales of pretended shipwrecks.

COUNTRY DANCE, corrupted from (Fr.) *contredanse*, i. e. a dance in which the partners faced each other.

COXSWAIN. *Cog*, a fishing-boat, from (A.-S.) *cæggian*, to confine, and *swain*, a servant, or attendant.

CURMUDGEON (Fr.) *cœur*, the heart, and *méchant*, wicked; or from *corn-merchant*, one subjected to penalties for hoarding grain.

DEUCE, possibly from the Scandinavian deity *Tiw*; or from (Celt.) *diaus*, a corruption of *diabolus*.

DODGE, to go about like a dog.

DOGCHEAP: dog = 'god' or 'good'; *cheap* = market, or barter.

DUDGEON, (A.-S.) *dugan*, to be strong, whence doughty.

FELLOW, possibly Fr. *filou* = a rogue; or (Low Lat.) *felagus*, i. e. *fideligatus*.

FELON, as above, (Fr.) *filou*; or *feah*, *beneficium*, and (Ger.) *lon*, *pretium*, i. e. 'crime punished by loss of fee:' or (Gael.) *feall*, treason: *feallan*, a traitor.

FIACRE. St. Fiachra had a shrine at Meaux, twenty-five miles from Paris. Carriages were kept at an inn for infirm pilgrims.

FIB, (It.) *fiabbare*, to sing merry tunes and idle songs, as nurses do in rocking their children.

FIEND, (A.-S.) *fian*, to hate; or possibly from the *Finns*, whom tradition described as malignant imps.

FLASH, a wild district between Macclesfield and Buxton, the gipsy squatters on which used a barbarous slang.

FLITCH, same as *fleisch*, or *flesh* (Germ.).

FRANCHISE, from *Frank*, denotes the possession of full civil rights of the conquering race.

GAB, (A.-S.) *gabban*, to scoff.

GAFFER, (Fr.) *grand-père*, grandfather, some say godfather.

GALLOSHES, i. e. *Gallo shoes*, or French shoes.

GAMMER, (Fr.) *grand'mère*, grandmother, or some say godmother.

GAMMON, (It.) *gamba*, (Fr.) *jambe*, possibly connected with gambol.

GAUNTLET, vide chap. X.

GAWBY, perhaps a *gap-y*, i. e. a gaping fool, dunce, or blockhead.

GAWKY, (A.-S.) *gæc*, a cuckoo.

GEWGAW, (A.-S.) *gegaf*, from *gegifan*, to give away.

GIBBERISH, from *Geber*, an obscure Eastern writer on Alchemy.

GIRL, (A.-S.) *ceorl*, properly a peasant of either sex.

GOOSEBERRY-FOOL, (A.-S.) *fullian*, to beat, to press down.

GROWL, (Ger.) *grollen*, as if *ge-rollen*, to murmur.

GRUFF=rough, from *ge*, participle prefix, and (A.-S.) *ruh*, or *rug*, or *rough*; p. part. of *reffan*, to rive.

HABERDASHER. Berdash was a sort of necktie. Haberdasher means berdasher.

HAMMERCLOTH, i. e. *hanaper* or *hamper cloth*. In olden times it was usual to cover the hamper which contained provisions with a cloth. This hamper was placed in front of the carriage, and served as a seat for the driver.

HARRIDAN=one harried, or worn out, from (Fr.) *harrier*, to harry; or (Wallon) *hârdé-dain*, gap-toothed, applied to an old woman. — *Wedgewood*.

HOAX, from *hocus-pocus*. *HOCUS-POCUS*, corrupted from *Hoc est meum corpus*; the word was used in aversion to the Romish doctrine

- of transubstantiation. Others derive it from *Ochus Bochus*, a demon or magician of the North.
- HELTER-SKELTER, from *helter*, to hang, and *skelter*, order, *q. d.* 'hang order.'—*Richardson*.
- HUMBLE-BEE, (Ger.) *hummel*, corrupted from humming-bee.
- HUMBLE-PIE, properly 'umble-pie.' The umbles were the viscera of the stag, the perquisite of the keeper or huntsman.
- HUMBUG=a piece of Hamburg news, *i. e.* a Stock Exchange canard.
- ISINGLASS, (Ger.) *hausenblase*; *hausen*, a sturgeon; *blase*, the bladder.
- JARGON, possibly from (It.) *chierico*, or *lingua chiericon*, *i. e.* *lingua clericorum*.
- JEALOUSY, (Fr.) *jalousie*, a lattice window, or grate=Venetian window-blind; or (Lat.) *zelus*, emulation.
- JEOPARDY, (Fr.) *j'ai perdu*, or *jeu perdu*, or *jeu parti*.
- JERKED BEEF (Peruvian) *charki*.
- JERUSALEM ARTICHOKE, a corruption from *girasole*; *gyrare ad solem*, to turn to the sun.
- JIGUMBOB, means a trinket; derivation uncertain.
- JOBBERNOWL (Dan.) *jobbe* = stupid, and *nowl* = knoll = head, *i. e.* blockhead.
- JOLLYBOAT, a corruption of yawl-boat.
- JUNKET, (It.) *giuncata*, (Fr.) *jonchée*, milk or cream cheese, written juncate.
- KICKSHAWS, (Fr.) *quelques choses*, trifles, applied to the light confectious of French cooks.
- LUMBER, from Lombard. The Lombards were the first bankers and pawnbrokers.
- MARAUDER, said to be from Count Merodes, who commanded under Ferdinand II. It may be a metaphor from the prowling habits of a tom-cat. (Fr.) *maraud*, a tom-cat.
- MAUDLIN, at first the weeping of Mary Magdalen; now the tears of the drunkard.
- MOUNTEBANK, (It.) *montare banco*, literally, who mounts a bench to puff off his nostrums.
- NIGHTMARE, *Mara*, a Scandinavian demon, who tortures men with visions; a Finland witch.
- OGRE. The Ogres, or Ugrians, were tribes north of the Ural, supposed to have some connection with Orcus.

Ochus Bochus, a

order, *q. d.* 'hang

ing-bee.

ere the viscera of
nan.

Exchange canard.

blase, the bladder.

ricona, i. e. *lingua*

= Venetian win-

i.

gyrare ad solem,

noll = head, i. e.

cheese, written

the light confec-

st bankers and

manded under

rowing habits

w the tears of

unts a bench

es men with

the Ural, sup-

OLD NICK, *Nikr*, the dangerous water-demon of Scandinavian legends.

OLD SCRATCH, from the demon *Skratti*, which still survives in the superstitions of Northern Europe.

OYES, O YES, i. e. *Oyez, Oyez*, Hear ye, Hear ye.

PANTALOOM, (It.) *pianta leone*, 'the Planter of the Lion,' i. e. Standard-bearer of Venice; the Lion of St. Mark was the standard of Venice.

PICCAROON = a plunderer; (Fr.) *piqueron*, from *picorer*, i. e. *pecorare*, to steal *pecora*.

POLTROON, (Lat.) *pollice truncus*, lame, or maimed in the thumb, to escape military service.

POTWALLOPER, from pot-wabblers, i. e. pot-boiler; (A.-S.) *wappelian*, to boil. One who boiled a pot within the precincts of the borough, within a certain time of the election, had the right of voting.

PUNCH AND JUDY, supposed to be from *Pontius cum Judæis*, i. e. Pontius Pilate and the Jews; possibly a mediæval play, or mystery.

QUANDARY, from (Fr.) *Qu'en dirai-je?* 'What shall I say of it?'

RASCAL, (A.-S.) a lean deer.

RIFFRAFF, (A.-S.) *reáfian*, to take away: tattered, worn, or worthless people.

RIGMAROLE, uncertain. The ragman's role occurs in *Sir T. More*, *Fox*, *Skelton*, &c.

ROBBER, (Ger.) *rauben*, (A.-S.) *reáfian*, to rip, rob, take away.

SCARAMOUCH, (Fr.) *escarmoucheur*, a skirmisher.

SCOUNDREL, (Lat.) *abscondere*, to hide.

SCULLION, (Fr.) *escuelle*, a platter; *escullien*, a washer of dishes.

SHOTOVER, or Shooter, from *château vert*.

SKIPPER, (Old Norse) *skipveri*, a sailor.

SKYLARKING: Latham says from (A.-S.) *lác*, a game, or a sport.

SLUBBER DE GULLION = slubbering glutton; (Fr.) *goulu*, gluttonous.

SPICK AND SPAN NEW, (Du.) *spyker* a warehouse, and *spange*, shining.

STERLING, vide chap. XIV.

TARIFF, *tarifa*. Cruisers plundered vessels passing the Straits of Gibraltar, and levied toll. See p. 177.

TATTERDEMALLION, (It.) *tattere*, to tear, and *mallion*, of uncertain meaning and origin.

THUNDER, from *Thunor*, or *Thor*, a Scandinavian deity; whence Thursday.

TINTIMARRE, a noise, or clashing; (Fr.) *tinter*, to ring, and *marre*, a mattock.

URCHIN, (Fr.) *hérisson*, (Lat.) *erinaceus*, a sea hedgehog.

WALNUT, means 'foreign' nut, from Wälschland, or Italy, cf. Wales, Cornwall.

CHAPTER XX.

WORDS IN COMMON USE WITH OBSCURE DERIVATIONS.

ABOMINABLE, (Lat.) *abominor*, from *ab* and *omen*, really applicable to what is detestable in a religious light—of *evil omen*.

ABSURD, (Lat.) *ab* and *surdus*, deaf; such an answer as one would expect to get from a 'deaf' man.

ACADEMY, (Gr.) *ἀκαδημία*, a grove near Athens, where Plato and other philosophers were wont to lecture. Hence a name transferred to places of instruction.

ACORN, (A.-S.) *æc*=oak and *corn*, oak-corn.

ADDRESS, (Lat. and It.) *ad* and *dirigere*.

ADULTERY, (Lat.) *ad* and *alterum* or *alteram*, to another.

AJAR, i.e. *a-char*=on the turn, (A.-S.) *cyran*, to turn.

ALGEBRA, (Ar.) from Geber, an obscure writer on Alchemy.

ALLIGATOR, (Sp.) *el lagarto*, or (Lat.) *lacerta*, the lizard.

ALLOW, (Fr.) *allouer*, (Lat.) *adlaudare*.

ALMANAC, (Ar.) *al*, the, (Gr.) *μήν*, month.

ANSWER, (A.-S.) *andswarian*, to answer, (Goth.) *and*, against, *swaran*, to swear.

ANTHEM, (A.-S.) *antefen*, (Low Lat.) *antiphona*, (Gr.) *ἀντίφωνον*.

ARGOSY, possibly from the Argos, which Jason commanded.

ASSAULT, (Lat.) *assultum*, part. of *assilire*, to leap against.

ATTORNEY, (Fr.) *attourner*, to take a turn, to transfer.

AWKWARD, uncertain, possibly from (Dan.) *aver-rechts ward*, q. d. 'looking from the right.' See p. 161.

- BACHELOR**, (Fr.) *bas chevalier*, next to a banneret.
- BALANCE**, (Lat.) *bilanx*, an instrument for weighing, composed of two dishes or scales.
- BALLAD**, (It.) *ballata*, from *ballare*, to dance; whence ballet.
- BALLUSTER**, (Lat.) *ballista*, (It.) *balestra*, a cross-bow; *balestrieria*, a loophole to shoot from.
- BANKRUPT**, (It.) *banco rotto*, (Fr.) *banqueroute*, i.e. bench-broken. The Lombard merchants were wont to expose their wares for sale on *benches* in the market. When one could not pay his debts, the rest drove him away and *broke* his *bench* to pieces.
- BANNS**, (Ger. and Dutch) *bann-en*, *bann*, (A.-S.) *bannan*, to publish, to proclaim. Hence 'banns' of marriage, 'bandit,' an outlaw, &c.
- BANQUET**, (Ger. and Dan.) *bancket*, from bank, a bench.
- BARRISTER**, (Low Lat.) *barrasterius*, possibly from (Fr.) *barreau*, the bar of a court of justice.
- BELFRY**, (Fr.) *beffroi*, a watch-tower.
- BILLIARD**, or **BALLIARD**, augm. from *ball*; (Ger. and Dan.) *bollen*, to roll.
- BULLION**, (Lat.) *bullā*, a seal; properly the mint, or office.
- BURGLAR**, (Lat.) *burgi-latrocinium*, the plundering of a house.
- CABBAGE**, (Fr.) *caboche*, (Lat.) *capuccio*, from *caput*.
- CAITIFF**, (Lat.) *captivus*, a captive.
- CAJOLE**, from cage, (Lat.) *cavea*, to sing *in a cage*.
- CANDIDATE**, (Lat.) *candidus*, white: one seeking office went about in a white toga.
- CANOPY**, (Mod. Gr.) *κωνωπεῖον*, a mosquito curtain, fr. *κύνωψ*, a gnat.
- CARAT**, (Ar.) *kaura*, a bean; the standard weight for diamonds.
- CARDINAL**, (Lat.) *cardo*, a hinge; hence critical, principal.
- CARNIVAL**, (Lat.) *carne[m] vale*.
- CAROUSE**, (Ger.) *gar*, completely, entirely; *aus*, out, i. e. to drink all out.
- CASH**, (Lat.) *capsa*, from *capio*, to take.
- CHAGRIN**, (Fr.) *chagrin*, care, grief; (Genoese) *sagrind*, to gnaw; (Pied.) *sagri*, shagreen, a shark's skin used as a rasp in polishing.

CHAIR, (Gr.) καθέδρα, (Lat.) *cathedra*, or (A.-S.) *cyran*, to turn.

CHANCEL, *a cancellis*. Vide chap. XV.

CHARM, (Lat.) *carmen*, i. e. *magicum*.

CHATTTEL, CATTLE, (Lat.) *capitalia*, from *caput*, the head.

CHEAT, (Lat.) *cadere*, to fall. The word 'escheats' was first applied to lands which *fell* to the crown by forfeiture. The 'escheaters,' or king's officers, were guilty of so much fraud, that at last the word, corrupted into 'cheat,' was used in a bad sense.

CHEER, (Gr.) χαίρειν, or (Fr.) *cœur*, the heart.

CHIMNEY, (Gr.) κάμινος, from *καίειν*, to burn.

CITY, (Lat.) *civitas*, a state.

CLEVER, commonly derived from *deliver* (?), allied to *cleaver*.

CLUB, (A.-S.) *cleofan*, to divide, to apportion expenses.

CLUMSY, from clumps, (Dan.) *klompe*, a mass, (A.-S.) *ge-líman*, to connect.

COMEDY, (Gr.) κώμη, a village, and ψδῆ, a song; at first a sort of village festival or harvest-home.

COMPANION, (Lat.) *con*, together, *panis*, bread; one who has the fellowship of eating bread.

CONTROL, *contra*, against, and *rotulus*, a roll.

COPSE, (Gr.) κόπτειν, to cut down.

COSTERMONGER = costardmonger, costard = kind of apple.

COUCH, (Lat.) *collocare*.

COUNTERPANE, (Lat.) *culcita puncta*, a quilt arranged in patterns for ornament; (Fr.) *coulte-pointe*, *courte-pointe*, *contre-pointe*; whence the name.

COURT, (Lat.) *cohors*.

COUSIN, (Lat.) *consanguineus* (*con sanguis*), of the same blood.

COVERLET, (Lat.) *coöperire lectum*, (Fr.) *couvre-lit*.

CUPBOARD = cup horde, a cup or press for cups, or cup-bur, i. e. cup-bower, (Icel.) *búr* = a receptacle.

CURFEW, (Lat.) *coöperire focum*, (Fr.) *couvre-feu*.

DAINTY, (Welsh) *dantaeth* = a choice morsel, (Lat.) *a dente*.

DAISY, the day's eye.

DAMAGE, (Lat.) *damnum agere*.

DANDELION, (Fr.) *dent de lion*, lion's tooth

DANGER, (Lat.) *damnum gerere*.

DELIGHT, (Lat.) *deliciae*.

DELIRIOUS, (Lat.) *de, lira*, a furrow or ridge; a metaphor taken from a person deviating from the straight furrow or ridge in ploughing.

DEMUR, (Lat.) *demorari*, to delay.

DEMURE, (Lat.) *de moribus*, of good manners.

DENIZEN, (Welsh) *dinas*, a city, and *sydd*, free.

DIET, a council, or parliament, (Lat.) from *dies*, a day.

DIET, a feast, (Gr.) *δίατρα*.

DIRGE, (Lat.) *dirige*, so called from Psalm v. 8: '*Dirige, Domine Deus meus, in conspectu tuo vitam meam.*'

DISASTER, a word borrowed from astrology, (Gr.) *δύς* and *ἀστρον*.

DOFF=do-off.

DON=do-on.

DOLE, (A.-S.) *dælan*, to divide, a share or portion.

DOLL, (Dan.) *dol*, senseless, stupid; whence dolt.

DOZEN, (Lat.) *duodecim*, twelve.

DRONE, (A.-S.) *drygan*, to expel.

DROPSY, (Lat.) *hydrops*, (Gr.) *ὑδρωπ*, water.

DRUG, (A.-S.) *drygan*, to dry.

EASTER, vide chap. XV.

EAVES, (A.-S.) *efese*, the brink, ridge, or edge of anything.

EGG-ON, (A.-S.) *eggian*, to incite, or urge on.

ELOPE, (Belg.) *loopen*, to run. Vide 'Gauntlet.'

ENGINE, (Lat.) *ingenium*.

EQUIP, (Lat.) *ephippiare*, or *equum ephippio instruere*.

ERRAND, (Goth.) *ara*, to employ.

EYRE, (Lat.) *iter*, a journey.

EYRY=eggery, i.e. a collection of eggs; an eagle's nest.

EYSELL, (A.-S.) *eisile*, vinegar, from *eggian*. Vide *supra*

FAGOT, (Lat.) *fagus*, a beech-tree.

FAIN, (A.-S.) *fægenian*, to rejoice.

FAIR, (A.-S.) *fæger*, joy or gladness.

FAIR, (Lat.) *ferre, forum*.

FALLOW, (A.-S.) *fealo*, pale yellow-coloured.

FARE, (A.-S.) *faran*, to go.

FAUBOURG, i.e. *foras burgi*, the outside of the town.

FERRY, (A.-S.) *faran*, to go.

FILIBEG, (Gael.) *filleadh*=a fold or cloth, and *beg*=little.

FILIGRANE, (Ital.) *filigrana*, (Lat.) *filum* and *granum*.

FISCAL, (Fr.) *fisque*, a bag, (Lat.) *fiscus*.

FOOLSCAP, (It.) *foglio capo*, a chief or full-sized sheet of paper;
foglio, from (Lat.) *folium*, a leaf.

FRET, (A.-S.) *fretan*, to fret, to gnaw.

FRIAR, (Lat.) *frater*, a brother.

FURBISH, (Fr.) *fourbir*, (It.) *forbire*; possibly from Lat. *purus*.

FURNISH, (It.) *fornace*, (Lat.) *fornax*, (Gr.) *πῦρ*, fire.

GADFLY=goad-fly, i. e. fly that goads, or pricks.

GAMBOL, or GAMBAULD (Fr.) *gambiller*, to wag the legs, (Fr.) *jambe*.

GARMENT, (Fr.) *garnir*, to adorn or garnish, i. e. the body, by raiment.

GAZETTE, a Venetian coin, the price of a newspaper; thence the
paper itself.

GOOSEBERRY, i. e. gorseberry.

GOSSIP, (A.-S.), properly a sponsor, or one related to God.

GRIMACE, (Lat.) *gryma*, a mask.

GROCER, (Fr.) *gros*, one who sells or buys things by the gross.

GROSS, (Fr.) *gros*, (Lat.) *crassus*.

GROUSE, (Fr.) *gros*, (Lat.) *crassus*; or possibly from *gorse*.

GUERDON, (A.-S.) *wardian*, to look at, to guard, cf. reward.

GUITAR, (Lat.) *cithara*.

HAGGARD, (A.-S.) *hægesse*, a witch.

HAMMOCK, (Caribbæan).

HARANGUE, (A.-S.) *hringan*, to sound.

HARBINGER, (Dan. and Ger.) *herberger*=one who looks out for a
harbour, or lodging for another.

HARBOUR, (A.-S.) *here*, an army, *beorgan*, to protect.

HARPOON, (Lat.) *harpago*, Gr. *ἀπαρῆν*.

HARVEST, (Goth.) *ar*=year, and *vest*=food.

HAWK, (A.-S.) *hafoc*, whence havoc.

HEATHEN=dwellers on the heath. After the towns were Christian-
ised, many of the rural districts were pagan.

HEIFER, (A.-S.) *heah-fore*; *heáh*=high, and *fore*=step, or fodder.

HEIRLOOM, (A.-S.) *gelóma*, household stuff, furniture, stock, store;
(Lat.) *heres*, an heir.

- HERALD, (A.-S.) *here-healt*=champion of the army.
 HERMIT, (Lat.) *eremita*, (Gr.) *ἱημίτης*, from *ἵημος*, a desert.
 HERRING, (A.-S.) *here*, an army, to express their numbers.
 HOST, (Lat.) *hostis*, an enemy.
 HOST, (Lat.) *hospes*, an entertainer.
 HOST, (Lat.) *hostia*, a sacrifice.
 HURDLE=a little hoard or building.
 HURRICANE, (Sp. W. Indian) *ouragan*=a storm.
 HURRY, (A.-S.) *here*, an army; whence *herian*, to ravage, to plunder.
 Hence also 'harry,' 'hurry,' 'harrow,' &c.
 HUSBAND, (A.-S.) house-bond.
 IMBECILE, (Lat.) *in baculum*, one who leans on a stick.
 IMPAIR, (Lat.) *pejor*, worse.
 INDIVIDUAL, derived from Logic. Dividing genus into species, and so on, we come at last to the unit, which we *cannot divide*, except physically; hence 'individuum,' i.e. 'nondivisible.'
 INGOT, (Fr.) *lingot*, from *lingua*, q.d. tongue-shaped, or (Du.) *ingieten*, to infuse.
 INTRIGUE, (Lat. and Gr.) *trica*, *πτύχες*, hairs, entanglements.
 INVEIGLE, (It.) *invogliare*, to make one willing or desirous.
 INVOICE, (Lat.) *in viam*, on the way.
 IVORY, (Lat.) *ebur*, (Gr.) *βαρύς*=heavy.
 JADED, (A.-S.) *yede* or *yode*=goed or gone, one tired with going.
 JANISSARY, (Turk.) *yengi cheri*, or new soldier.
 JARGON, vide chap. XIX.
 JAW, (A.-S.) *chaw*, from *ceowan*, to chew.
 JENNETING, corrupted from 'Juneting.' Apples which ripen in June.
 JIG, conjectured to be from (Fr.) *gigue*, (It.) *giga*, a fiddle.
 JORDEN, (A.-S.) *gór*=filth, and *den*=receptacle.
 JOWLE, written also *choule* (Lat.) *gula*, the gullet.
 JUICE, (Lat.) *succus*, *sugere*, to suck.
 JULEP, (Low Latin) *julepus*=water sweetened with sugar.
 KENNEL, (Lat.) *canis*, a dog.
 KERCHIEF, (Fr.) *couvre-chef*.
 KIDNAP, q.d. to nab or steal children: *kind*=child.
 KNAVE, (A.-S.) *cnafa*, a boy, a youth.
 KNIFE, (A.-S.) *cnif*. Some derive it from (Gr.) *κνίψαι*, to scrape.

LACKEY, (Sw.) *laquere*, or *lakere*, a runner; whence 'leg.'

LAD, (A.-S.) *lædan*, to lead, *q. d.* one led.

LAMPOON, (Fr.) *lamponier*, an idle companion, from old Fr. *lamper*, to drink.

LARUM, (It.) *all' armi*=to arms!

LASS, *i. e.* laddress, fem. of lad.

LEAGUE, a confederacy; (Lat.) *ligare*, to bind.

LEAGUE, a distance; (Fr.) *lieu*, (Low Lat.) *leuca*, (A.-S.) *leag*, *leah*, *lah*, a law; a district in which a particular law was in force.

LEATHER, (A.-S.) *lether*, from (A.-S.) *hlidan*, to cover up.

LECHEROUS, (A.-S.) *liccian*, to lick.

LEES, (A.-S.) *licjan*, to lie, what remains at the bottom of the bottle.

LEMAN, (Fr.) *le mignon*, or *l'aimant*.

LETTUCE, (Lat.) *lactuca*, from *lac*, milk.

LEWD, (Lat.) *laicus*, (Gr.) *λαός*, same as layman; possibly from (A.-S.) *læwede*, *p. part.* of *læwian*, to mislead.

LIQUORICE, corrupted from (Gr.) *glycyrrhiza*=sweet root.

LIZARD, (Lat.) *lacerta*.

LOBBY, (Low Lat.) *lobium*, (Ger.) *laube*=a leaf.

LOBSTER, (A.-S.) *loppestre*, *loppe*=a flea.

LUNCHEON, corrupted from noonshun, *i. e.* meal taken at noon.

MACE, (It.) *mazza*, (Lat.) *massa*, a club; whence 'massacre.'

MACKEREL, (Dan.) *makrel*, some say *a maculis*, from its spots.

MADRIGAL, anciently MADRIALE, (It., Sp., Lat.) *mandra*, a sheep-fold, *q. d.* a shepherd's song.

MAGGOT, (Goth.) *matjan*, (A.S.) *metian*, to eat; whence moth, &c.

MALADY, (Lat.) *male aptus*.

MALKIN, *i. e.* little Mary.

MAN, (A.-S.) *magan*=*posse*; whence may, might, &c.

MASSACRE, see above, 'Mace.'

MASTIFF, from *maison-tenant*, or 'mase the thefe,' because he guards the house from the thief.

MEAL, (A.-S.) *mæl*, a part, or portion.

MEAL, (Dan.) *meel*, (Goth.) *malan*, (Ger.) *malen*, (Lat.) *molere*, to grind.

MEASLES, (Du.) *maese*, (Ger.) *maser*, a spot.

MEAT, (A.-S.) *metian*, to eat.

MEETING, i. e. *not-thing* (Sc.). Mote=council; thing=judicial assembly, an assembly of freemen.

MEGRIM, (Lat.) *hemicranium*, (Gr.) *ἡμικρανία*=pain round the middle of the head.

MENIAL, (Old Fr.) *mesnie*, a household.

MESS, (Lat.) *missus*, from *mittere*, to send.

MINARET, (Ar.) *menarah*, a lantern.

MINCE, (Lat.) *minutus*, small.

MINIATURE, (Lat.) *minium*=red lead: *miniare*, to paint with vermilion.

MINION, (Fr.) *mignon*, (A.-S.) *mānan*, *velle*, *cupere*.

MOB=*mobile vulgus*. Came into use temp. Charles II. Dryden uses 'mobile,' and mentions 'mob' as a novelty.

MOLE, (Lat.) *moles*, a heap, a mess.

MONKEY, from *mannikin*, a little man.

MORASS, (Dan.) *morads*, another mode of writing marsh; (A.-S.) *mersc*.

MORGANATIC, (A.-S.) *morgen-gife*, (Dan.) *morgangaue*=the morning gift; a kind of dowry paid on the morning before or after marriage.

MOROSE, (Lat.) *mos* and *osus*, a man full of his own ways.

MORTISE, (Lat.) *mordere*, to bite.

MOSQUE, (Ar.) *mesgid*, a place of adoration.

MUGGY, (Welsh) *mwglio*, to warm.

MUMMY, (Ar.) *mum*, signifies wax.

MUNCH, (Fr.) *manger*, to eat.

MUSTARD, (Lat.) *mustus*, pungent, and *ardeo*, to burn.

MUSTER, (Lat.) *monstrare*, to show.

MUSTACHE, (Gr.) *μύσταξ*, an upper lip.

NAP, (A.-S.) *hnappian*, to sleep.

NAP, (A.-S.) *hnoppa*, the same word as *knap*, *knop*, or *knob*=anything rising.

NEAT, (A.-S.) *hnitan*=to butt; means properly horned cattle.

NEAT, (Lat.) *nitidus*, clean, *nice*.

NEIGHBOUR, (A.-S.) *neah*, near, and *gebure*, a country man, or bower, a dwelling.

NEPHEW, (Lat.) *nepos*.

NIECE, (Lat.) *neptis*.

NETTLE, (A.-S.) *netle*, possibly the same origin for needle, i. e. that which pricketh.

NEVER, (A.-S.) *næfre*, *na*=not, and *æfre*=ever.

NIGGARD (augmentative), from *nigh*, or (A.-S.) *nyrwan*, to constrain

NIGHTINGALE, (Ger.) *nacht-i-gall*: *nacht*, night, and *gällen*, to resound

NOON, (A.-S.) *non*, (Lat.) (*hora nona*), the ninth hour.

NOSTRIL, (A.-S.) *nose-thirle*, i. e. nose-hole: *thirlian*, to pierce; whence 'drill.'

NUISANCE, (Lat.) *noceo*, to hurt.

OAR, (A.-S.) *erian*, to plough, to ply.

OFFAL, i. e. that which 'falls off.'

OMELET, (Fr.) *omelette*, q. d. *œufs-molette*, i. e. mixture of eggs.

ONION, (Lat.) *unus*, i. e. a root with *one* bulb.

Ooze, (A.-S.) *úse*=water; whence Ouse, Usk, Esk, and other rivers.

ORCHARD, corrupted from *hortyard*, (Lat.) *hortus*=garden, (A.-S.) *yard*, an enclosure.

ORDEAL, (A.-S.) *ordæl*; *or*=great, and *dæl*=judgment.

ORDURE, (Lat.) either *horridus*, or *sordidus*.

ORE, (A.-S.) *ora*, (Fr.) *or*, (Lat.) *aurum*.

ORGIES, (Lat.) *orgia*, ἀπὸ τῆς ὀργῆς, i. e. *a furore bacchantium*.

OSPRAY, i. e. *ossifrage*, (Lat.) *os*, a bone, and *frangere*, to break.

OSTLER, (A.-S.) *hosteler*, vide 'Host:' some say, oat-stealer!

OSTRICH, (Lat.) *avis struthio*, (Gr.) στρουθός=a sparrow.

OTTER, (A.-S.) *oter*, (Lat.) *lutra*, (Gr.) ὕδωρ.

OWL, (Lat.) *ululare*, (A.-S.) *ule*.

PADDOCK, (A.-S.) *pad*, a toad.

PADDOCK, corrupted from (A.-S.) *parruck*, a park.

PAGAN, (Lat.) *paganus*, a villager. Vide 'Heathen.'

PALETTE, (Fr.) *paille*, (Lat.) *palea*, straw.

PALFREY, (Fr.) *par le frein*, by the bridle. A horse led by the bridle.

PALLIATE, (Lat.) *pallium*, a cloak.

PALSY, (Gr.) παράλυσις, i. e. paralysis.

PAMPER, (Fr.) *pampre*, (Lat.) *pampinus*, a vine-leaf.

PAMPHLET=papers stitched together *par un filet*.

PARADISE, (Ancient Persian); whence παραδείσος, a park.

PARAMOUR, (Fr.) *par amour*.

- PARCEL**, (It.) *particella*, a little part ; hence 'particle.'
- PARLOUR**, (Fr.) *parloir*, the room in a nunnery where the nuns are allowed to speak with a visitor.
- PARROT**, (Fr.) *perroquet*, from *Perrot*, dim. of *Pierre* (Peter).
- PARSLEY**, (Fr.) *persil*, (Lat.) *petroselinum*.
- PARSNIP**, (Lat.) *pastinaca* ; the *nep* is the same in turnip, *q. v.*
- PARTRIDGE**, (Lat.) *perdrix*.
- PEACOCK**, (A.-S.) *pawa*, (Fr.) *paon*, (Lat.) *pavo*.
- PEASANT**, (Fr.) *paysan*, (Lat.) *paganus*, a rustic.
- PEBBLE**, (A.-S.) *pabol*.
- PECULIAR**, (Lat.) *peculium*, stock (*pecus*) or money acquired by son or slave with parental sanction ; hence 'private property.'
- PEDLAR**. A *pad*, *ped*, in Norfolk, is a pannier, or wicker basket ; a pedlar, or peddar, a man who carries such.
- PELL-MELL**, (Fr.) *pesle-mesle*, confusedly ; *mêlée*, or medley.
- PENNANT**, (Lat.) *pinna*, a feather, or flap ; possibly from *pendant* (Fr.).
- PERSON**. The Roman theatres were so large that the actors wore masks containing a contrivance to render the voice louder. Such a mask was called *persona* (*per*, *sonare*, to sound through) ; afterwards *persona* came to signify an actor, or a character of a play.
- PILGRIM**, (Fr.) *pèlerin*, (Lat.) *peregrinus*, from *per ager*.
- PILLORY**, (Fr.) *pilier*, the pillar, or post, or (Lat.) *piliorium*, the iron ring by which the neck was confined.
- PIRATE**, (It., Sp., Lat.) *pirata* ; (Gr.) *πειρατής*, because he *risks* many dangers.
- PITCHER**, (Fr.) *pichier*, (It.) *bicchiere*, a beaker, or beaked cup.
- PLACARD**, (Fr.) *plaquard* ; *plaquer*, to stick, daub, or paste on.
- PLAGIARISM**, (Lat.) *plagium*, meant man-stealing ; now it means a literary theft.
- PLUNDER**, (Low Ger.) *plunden*=rags, trumpery ; (Dutch) *plonderen*.
This word, it is said, was introduced after the Thirty Years' War.
- POCKET**, (diminutive), a little poke, or wallet.
- POLL-TAX**. Poll, or boll, means 'head.'
- POMMEL**, (It.) *pomolo*, dim. of *pomo*, an apple ; so any round head.
- PORCUPINE**, (It.) *porco spinoso*, *q. d.* *porcus spinatus*.
- PORPOISE**, (Lat.) *porcus piscis*=pig-fish.

PORRIDGE, (Lat.) *porrum*, a leek; also said to be a corruption of pottage.

POSSET, (Lat.) *potio*, a draught.

PREACH, (Lat.) *predicare*.

PROWL, (Fr.) *proie*, prey, *q. d.* to seek for prey.

PUDDING, (Fr.) *boudin*, (Low Lat.) *bodinus*, a sleeve, large and loose.

PUNCH, (Hindoo) *pounch*, five, because made of five ingredients.

PUNY, (Fr.) *puis-né*, (Lat.) *post-natum*=since born; hence sickly, inferior, diminutive. From the same source, *pony*, *puisne judge*.

PURCHASE, (Fr.) *pour-chasser*.

PUZZLE, *q. d.* *poste*, from *pose*, i. e. postulate.

PYRAMID, (Lat.) *pyramis*, (Gr.) *πῦρ*.

QUACK, (Du.) to make the noise of frogs, ducks.

QUAGMIRE, (Lat.) *quatio*, to shake.

QUAINT, (Lat.) *comptus*, *comere*, to dress, or deck.

QUALM, (A.-S.) *cwealm*, from *cwellan*, to quell.

QUARREL, (Lat.) *querela*, a complaint.

QUEER, *quier*=bad.—*Wedgwood*.

QUINSY, (Fr.) *esquinancie*, (Gr.) *συνάγχη*.

QUIRE, (Fr.) *carreau*, or *quarreau*, a square, or bundle of square papers.

QUIVER, (Fr.) *couvrir*, (Lat.) *coöperire*.

QUOIT, possibly corrupted from *cut*, from Lat. *co-ire*.

RABBIT, (Lat.) *rapidus*, swift.

RABBIT, (*Welsh*)=rarebit, or morsel.

RACKET, (Lat.) *rete*, a net.

RADISH, (Lat.) *radix*, a root.

RAFFLE, (Dan.) *rafler*, (Lat.) *rapere*.

RALLY, (Lat.) *re-alligare*.

RAMBLE, (Lat.) *re-ambulare*.

RANCOUR, (Fr.) *rancœur*, (Lat.) *rancor*.

RANDOM, (A.-S.) *rennan*, to flow, and *dun*, down.

RANSACK, (A.-S.) *ran*, to plunder, and *secan*, to seek.

RANSOM, (Lat.) *redemptio* (?).

RELIGION, (Lat.) *religare*.

RENT, (Lat.) *reditus*.

REPARTEE, a return thrust in fencing.

- REVERIE, (Fr.) *resver*, to rave.
- REWARD, (Lat.) *re*, back, and (A.-S.) *wardian*, to look.
- RHUBARB, (Lat.) *Rha-barbarum*. So called because brought from the banks of the Rha, now the Volga.
- RIBALD, (Fr.) *ribaude*, possibly *re* and *baldo* (It.), *q.d.* very bold.
- RIVAL, (Lat.) *rivus*, a stream, a source of contention to neighbouring proprietors.
- ROUND, (A.-S.) *ronde*, a border, (Lat.) *rotundus*.
- RUDDER, (A.-S.) *rother*, (Du.) *roeder*, the broader part of an oar.
- RUFFIAN, (Fr.) *ruffien*, from *ruff*, to raise a tumult.
- RUSSET, (Lat.) *russus*, somewhat rosy or red.
- SAFFRON, (Sp. and Ar.) *azafran*.
- SALAD, (Lat.) *sal*, salt.
- SALAMANDER, (Gr.) *σαλαμάνδρα*.
- SALARY, (Lat.) *sal*, because salt formed part of every payment.
- SALMON, (Lat.) *a saliendo*, from the leaps it makes.
- SALOON, (Goth.) *saljan*, to dwell, to lodge.
- SAMPHIRE = herb of St. Peter (St. Pierre).
- SARCASM, (Gr.) *σαρκάζειν*, to tear the flesh.
- SAVAGE, (Lat.) *i.e.* *silvage*, from *silva* = a wood.
- SAUCE, (Lat.) *sal*, salt.
- SAUNTERER = a vagrant begging on pretence of going a pilgrimage to *la sainte terre*; some say from *aunter* = adventure, *i.e.* one idling in quest of adventures.
- SCARF, (Fr.) *escharpe*; derivation uncertain.
- SCARLET, (Low Lat.) *scarletum*; possibly connected with *car*, in *caro*, flesh.
- SCAVENGER, (A.-S.) *sceafan*, to scrape.
- SCOURGE, (Lat.) *corrigia*, a strap.
- SCRAWL, corrupted from scrabble, or scribble, (Lat.) *scribo*.
- SCUPPER, (Ger.) *schöpfen*, to draw off.
- SECURE, (Lat.) *sine cura*, *i.e.* free from care.
- SHAGREEN, (Pers.) *sāghre*, or *sāghir* = leather prepared from skin.
- SILLY, (Ger.) *selig*, pious.
- SINCERE, (Lat.) *sine cera*, without wax, *i.e.* jewelry solid, not hollowed and filled with wax.
- SKIRMISH, (Fr.) *escarmoucher*.

SLUICE, from (Lat.) *clausus* (?), (It.) *schusa*.

SOFA, (Pers.) *sōfat*.

SOLECISM, (Gr.) *σολοικισμός*, from *Soli*, a town of Cilicia, the people of which corrupted pure Greek.

SOMERSAULT, i. e. *sopra salto*, or *supra salire*.

SORCERER, (Lat.) *sors*, a lot.

SPARROW, (Goth.) *sparva*.

SPIDER, or SPINNER (A.-S.) *spinnan*, to spin.

SPOUSE, (Lat.) *spondere*, to pledge, (Gr.) *σβέννυμι*, to pour out. In making contracts it was customary to pour out libations to the Gods.

SQUIRREL, (Gr.) *σκία, οὐρά*. *σκία*, a shade; *οὐρά*, a tail.

STALLION, (It.) *stallone*, i. e. *equus ad stallum*=a horse kept in the stable.

STANNARY, (Lat.) *stannum*, tin.

STARK, (A.-S.) *starc*, *stérc*, strong, hard.

STARVE, (Dan.) *sterven*, (Ger.) *sterben*, (A.-S.) *steorfan*, to die, or cause to die. Mr. Dundas, afterwards Lord Melville, first used the word *starvation* in one of his speeches on the American War, 1775.

STEWARD, i. e. *stede ward*=keeper of the place.

STIMULATE, (Lat.) *stimulus*, a goad.

STIPEND, (Lat.) *stipendium*, from *stips*, pay, and *pendere*, to pay.

STIPULATE, (Lat.) *stipula*, a straw, used to ratify a covenant.

STURDY, (Fr.) *étourdi*, (It.) *stordire*, to make dizzy.

STURGEON, (Ger.) *stör*, (A.-S.) *styrian*, to stir, to move.

SUBTLE, (Lat.) *subtilis*=*sub tela*, a web consisting of fine threads.

SULKY, (A.-S.) *solcen*, (Lat.) *solus*.

SURGEON, (Lat.) *chirurgus*, (Gr.) *χειρουργός* (*χείρ* and *ἔργον*).

SWAIN, (A.-S.) *swincan*=to labour.

SWINE, some say, corrupted from *sowen*, plural of sow.

SYCOPHANT, a 'fig-shewer' = an informer. The export of figs from Attica was forbidden.

TABBARD, (Fr.) *tabarre*, a long riding-cloak.

TAIPOLE=toad poll, i. e. 'toad-head.'

TALLOW, (Du.) *talgh*, (A.-S.) *telgan*, to smear.

TAKSIVY, (Lat.) *tantá vi*.

- TASK**, (Lat.) *taxare*, same as tax.
- TATTOO**, (Polynesian), or possibly from *tapoter tous*=beat all.
- TEACH**, (A.-S.) *tæcan*, to instruct, direct.
- TEEM, TEAM**, (A.-S.) *tyman*, to pour forth.
- TEMPER**, (Lat.) *temperare*.
- TENNIS**, derived from (Fr.) *tenez*, take; a word used in playing the game.
- TESTY**, (Fr.) *teste*, or *tête*, the head.
- TETHER**, possibly from the verb *to tie*.
- THERIAC, TREACLE**, (Gr.) *θηριακή*; the word means *viper's* blood.
- THIMBLE**=thumb-bell.
- THRESHOLD**, (A.-S.) *thræcswald*: *threscian*, to beat, *wald*=wood.
- TICKET**, (Fr.) *étiquette*, a little tick, or bell, or note.
- TIMBER**, (A.-S.) *timbrian*, to build, or construct.
- TINSEL**, (Fr.) *étincelle*, (Lat.) *scintilla*, a spark.
- TISSUE**, (Lat.) *texo*, to weave.
- TOILETTE**, (Lat.) *telum*, a thread.
- TORNADO**, (Sp.) *tornar*, to turn.
- TORPEDO**, (Lat.) *torpere*, to benumb.
- TORTOISE**, (Sp.) *tortuga*, either from *tarda*, slow, or *torta*, twisted.
- TOWEL**, (Fr.) *touaille*, possibly from the same root as *toilet*.
- TRANCE**, (Lat.) *trans*, across, and *eo*, to go.
- TRIBULATION**, (Lat.) *tribulum*, a roller to thrash out wheat; the word is metaphorically used.
- TRIFLE**, (A.-S.) *trifelan*, to pound, to break; possibly from trivial.
- TRIGGER**=that which drags (Du.) *dragge*, *drecken*, to drag.
- TRIM**, (A.-S.) *tryman*, to set in order.
- TRINKET**, (Fr.) *triquet*, means properly the highest sail of a ship.
- TRIVIAL**, (Lat.) *tres viæ*, a place where three ways met, from gossips meeting at street corners; or from (Lat.) *trivium*, the elementary course of instruction; possibly from *tero*.
- TRUANT**, (Du.) *trouwant*, a wanderer.
- TRUMPERY**, (Du.) *trompen*, to deceive, (Fr.) *tromper*.
- TURBOT**, possibly from (Lat.) *turbo*, a top.
- TURNIP**, from *turn*, and (A.-S.) *næpe*=*napus*.
- TWEAK**, (A.-S.) *twiccian*, to pluck.
- TWINE**, (A.-S.) *twinan*, to double, to 'twain.'

- TWIRL, (A.-S.) *thirlian*, to turn round or about.
 UGLY, (A.-S.) *oga*, great fear; whence 'ogre' (?). See p. 208.
 UMPIRE, (Lat.) *non par*, having no equal, i. e. 'sole judge.'
 USHER, (Lat.) *ostiarius*, a door-keeper.
 VALET, same as *varlet*=harlot, or hireling.
 VASSAL, possibly from (Lat.) *vas*, a pledge.
 VENISON, (Lat.) *venor*, to hunt.
 VENOM, (Lat.) *venenum*, poison.
 VERDIGRIS, a *viride æris*= 'from the green of brass.'
 VIGNETTE, (Fr.) a little vine or vine-branch, or branch-like border.
 VILLAIN, (Lat.) *vilis*, or because he belonged *ad* 'villam' domini; or
 (A.-S.) *wylen*, a slave.
 VINEGAR, (Lat.) *vinum acer*=sour wine.
 VIPER, (Lat.) *vipera*, i. e. *vivipara*, because it produces its young
 alive.
 VIXEN, (A.-S.) *fixen*, a female fox.
 VOLLEY, (Lat.) *volo*, to fly.
 VOYAGE, (Lat.) *viam agere*.
 WAINSCOT, (Du.) *waeghen-schot*: *waeghe*=wave.
 WALLET, (A.-S.) *weallian*, to go abroad: a traveller's pouch.
 WASSAIL, (A.-S.) *wæs hale*=*salvus sis* (?). Good health to you.
 WEATHER, (A.-S.) *weder* or *wether*, derivation uncertain.
 WEDGE, (Du.) *wegghe*.
 WEIGHT, (A.-S.) *wægan*, to bear, carry, or raise.
 WETHER, (A.-S.), possibly from *wetheran*, to withstand.
 WHERRY, (Lat.) *vehere*, (A.-S.) *werian*, to urge on at all speed; or
faran, to go.
 WHEY, (A.-S.) *hwæg*=the watery portion of milk.
 WICKET, (Fr.) *guichet*, (Du.) *wicket*, a hatch of a door.
 WIFE, (Ger.) *weben*, to weave.
 WILE=same as *guile* (A.-S.) *wiglian*, to bewitch.
 WIMPLE, a veil, or covering; possibly from (Lat.) *umbella*.
 WINCE, (Fr.) *guincher*, to writhe; possibly connected with (A.-S.)
winnan, to oppose.—*Richardson*.
 WINDOW, corrupted from *wind-door*; door to admit the wind.
 WOAD, (A.-S.) *wád*.
 WOLD, (A.-S.) *weald*=wood.

- WOMAN, (A.-S.) *wifman*=weavingman.
 WORK, (A.-S.) *wyrcean*, to act, to act upon.
 WRATH, (A.-S.) *wrythan*, to writhe, or twist.
 WRECK, (A.-S.) *wrican*, *wraccan*, the same as to rack.
 YACHT, (Dan.) *yachten*, to pursue.
 YEARN, (A.-S.) *ge-yrnan*, to run after, to pursue.
 YEOMAN, (Ger.) *gemen*, or *gemein*, common, (A.-S.) *gemen*, people
 YOKE, (Lat.) *jugum*.
 YOLK, YELK (A.-S.) *geſlan*, to inflame, whence *yellow*.
 ZEAL, (Gr.) ζῆλος.
 ZENITH, (A.-R.), opposed to NADIR.
 ZERO, said to be a contraction of (It.) *zephyro*, a zephyr, i. e. a breath
 of air, a nothing.
 ZODIAC, (Gr.) ζῳδιον, a little animal, because the twelve constel-
 lations are called after the fancied figures of animals

APPENDIX I.

Latin Prefixes.

AB-	}	from or away	ab-	abs-cess
AB-			ab-	ab-use
A-	}	AD, to	a-	a-version
AD-			ad-	ad-vance
AC-			ac-	ac-cent
AF-			af-	af-fect
AL-			al-	al-low
AM-			am-	am-munition
AP-			ap-	ap-plause
AR-			ar-	ar-rogate
AS-			as-	as-sault
AT-			at-	at-tend
A-			a-	a-spect
AMBI-		AMBO, both		amb-iguous
ANTE-		ANTE, before		ante-chamber
BENE-		BENE, well		bene-diction
BI-	}	BIS, twice	bi-	bi-ped
BIS-			bis-	bis-cuit
CIRCUM-	}	CIRCUM, around		circum-ference
CIRCU-				circu-itous
CON-	}	CON, together	con-	con-voke
COM-			com-	com-bine
COL-			col-	col-lect
COR-			cor-	cor-rupt
CO-			co-	co-equal
COUN-			coun-	coun-cil
CONTRA-			contra-	contra-vene
CONTRO-	}	CONTRA, against	contro-	contro-versy
COUNTER-			counter-	counter-act
DE-	}	DE, of, from, or down	de-	de-throne
DI-			di-	di-vert
DIS-			dis-	dis-tract
DIFF-			diff-	diff-ference

EX-	}	EX, out of	as e-dict
EX-			" ex-cuse
EX-	}	EXTRA, without, out of, beyond	" ef-fect
EXTRA-			" extra-ordinary
IN-	}	IN, in composition with a verb, in, into, on, upon	" in-duce
IN-			" im-poss
IL-	}	IN, in composition with a verb, in, into, on, upon	" il-lume
IR-			" ir-radiate
EM-	}	IN, in composition with an adjective, not	" em-bark
EM-			" en-grave
IN-	}	IN, in composition with an adjective, not	" in-iquity
IL-			" il-legal
IM-	}	IN, in composition with an adjective, not	" im-prudent
IR-			" ir-reverent
IG-	}	IN, in composition with an adjective, not	" ig-nominy
EN-			" en-vy
INTER-	}	INTER, between	" inter-course
ENTER-			" enter-prise
INTEL-	}	INTRO, to within	" intel-ligence
INTRO-			" intro-duce
JUXTA-	}	JUXTA, close by	" justa-position
MALE-			" male-factor
MALI-	}	MALE, ill, or bad	" mali-gnant
MAL-			" mal-content
MANU-	}	MANUS, a hand	" manu-script
NON-			" non-resident
OB-	}	OB, against	" ob-ject
OC-			" oc-cur
OF-	}	OB, against	" of-fice
OP-			" op-pose
OS-	}	OMNIS, all	" os-tentation
OMNI-			" omni-potent
PER-	}	PER, through	" per-fect
POST-			" post-pone
PRE-	}	PRÆ, before	" pre-vent
PRO-			" pro-miss
PUR-	}	PRO, for, before	" pur-pose
PRÆTER-			" præter-natural
RE-	}	RE, back	" re-gain
RED-			" re-spec
RETRO-	}	RETRO, backwards	" re-spec
SE-			" se-crete
SINE-	}	SINE, without	" sine-cure
			" sine-cure

SEMI-	signifies half	as	<i>semi-circle</i>
SUB-	} SUB, under	"	<i>sub-scribe</i>
SUC-		"	<i>suc-ceed</i>
SUF-		"	<i>suf-fer</i>
SUG-		"	<i>sug-gest</i>
SUR-		"	<i>sur-render</i>
SUS-		"	<i>sus-pect</i>
SU-		"	<i>su-spicion</i>
SUBTER-	SUBTER, under	"	<i>subter-fuge</i>
SUPER-	} SUPER, over	"	<i>super-vene</i>
SUR-		"	<i>sur-plus</i>
TRANS-	} TRANS, across	"	<i>trans-act</i>
TRA-		"	<i>tra-dition</i>
(FR.) TRÉS-		"	<i>tres-pass</i>
TRI-	TRIS, three	"	<i>tri-dent</i>
ULTRA-	ULTRA, beyond	"	<i>ultra-montane</i>
UNI-	} UNUS, one	"	<i>uni-form</i>
UN-		"	<i>un-animous</i>
VICE-	VICE, instead of	"	<i>vice-roy</i>

Greek Prefixes.

A-	} ἀ, ἀν, without, not	"	<i>a-pathy</i>
AN-		"	<i>an-archy</i>
AM-		"	<i>am-brosia</i>
AM-	} ἀμφί, about, on both sides	"	<i>am-bition</i>
AMPH-		"	<i>amphi-bious</i>
ANA-	ἀνά, up	"	<i>ana-tomy</i>
ANTI-	} ἀντί, against, instead of	"	<i>anti-christ</i>
ANT-		"	<i>ant-agonist</i>
APO-	} ἀπό, from	"	<i>apo-state</i>
APH-		"	<i>aph-oriem</i>
ARCH-	} ἀρ ὁ ς, chief	"	<i>arch-angel</i>
ARCHI-		"	<i>archi-test</i>
AUTO-	} αὐτός, self	"	<i>auto-graph</i>
AUT-		"	<i>aut-opsy</i>
CATA-	} κατά, down	"	<i>cata-logue</i>
CATH-		"	<i>cath-edral</i>
CAT-	} δέκα, ten	"	<i>cat-egory</i>
DECA-		"	<i>deca-logue</i>
DIA-	διά, through	"	<i>dia-meter</i>
DIS-	} δός, ill	"	<i>dis-aster</i>
DYS-		"	<i>dys-entery</i>

EO-	}	<i>ἐκ</i> , out from	as	<i>eo-stasy</i>
EX-			"	<i>ex-odus</i>
EN-	}	<i>ἐν</i> , in	"	<i>en-ergy</i>
EM-			"	<i>em-blem</i>
EL-	}	<i>ἐπὶ</i> , upon	"	<i>el-lipsis</i>
EPI-			"	<i>epi-taph</i>
EP-	}	<i>ἐξ</i> , without	"	<i>ep-och</i>
EKO-			"	<i>ex-otic</i>
EU-	}	<i>εὖ</i> , well	"	<i>eu-phony</i>
HEMI			"	<i>hemi-sphere</i>
HETERO-	}	<i>ἕτερος</i> , different	"	<i>heterodox</i>
HEPT-			"	<i>hept-archy</i>
HEXA-	}	<i>ἕξ</i> , six	"	<i>hex-agon</i>
HYPH-			"	<i>hyper-critical</i>
HYPO-	}	<i>ὑπὸ</i> , under	"	<i>hypo-crite</i>
HYPER-			"	<i>hyper-en</i>
META-	}	<i>μετά</i> , change (or after)	"	<i>meta-physics</i>
METH-			"	<i>meth-od</i>
MET-	}	<i>μόνος</i> , single	"	<i>met-onomy</i>
MONO-			"	<i>mono-syllable</i>
MON-	}	<i>ὀρθός</i> , right	"	<i>mon-arch</i>
ORTHO-			"	<i>ortho-dox</i>
PANTO-	}	<i>πᾶς</i> , all	"	<i>panto-mime</i>
PAN-			"	<i>pan-orama</i>
PARA-	}	<i>παρά</i> , beside, beyond	"	<i>paragraph</i>
PAR-			"	<i>par-ody</i>
PENTA-	}	<i>πέντε</i> , five	"	<i>penta-teuch</i>
PERI-			"	<i>peri-phery</i>
PHILO-	}	<i>φίλος</i> , a friend	"	<i>philo-sophy</i>
PHIL-			"	<i>phil-anthropy</i>
POLY-	}	<i>πολύς</i> , many	"	<i>poly-syllable</i>
PRO-			"	<i>pro-gramme</i>
PROS-	}	<i>πρός</i> , to	"	<i>pros-elyte</i>
PSEUDO-			"	<i>pseudo-prophet</i>
PSEUD-	}	<i>ψεύδης</i> , false	"	<i>pseud-onym</i>
SYN-			"	<i>syn-tax</i>
SYM-	}	<i>σύν</i> , together with	"	<i>sym-pathy</i>
SYL-			"	<i>syl-lable</i>
SY-	}	<i>τρεῖς</i> , <i>τρία</i> , three	"	<i>sy-stem</i>
TRI-			"	<i>tripod</i>

APPENDIX II.

List of Words which vary their Meaning with their Accent

See page 16.

(Taken from Adams' *English Language*.)

1. Noun and Adjective.

Cómpact,	compáct	minute,	minúte
éxpert,	expért	préecedent,	precédent
instinct,	instinct	stupine,	supine.

2. Noun and Verb.

A'ccent,	accént	éxport,	expórt
áffix,	affix	éxtract,	extráct
átttribute	attribúte	férment,	fermént
áugment,	augmént	ímport,	impórt
cólleague,	colléague	ímpress,	impréss
cólléct,	colléct	íncense,	incénse
cómpress,	compréss	íncrease,	incréase
cóncert,	concért	ínsult,	insúlt
cónduct,	condúct	óbject,	objéct
cóntest,	contést	pérfume,	perfúme
cónfine,	confine	pérmit,	permit
cónflict,	conflict	pérvert,	pervért
cónserve,	consérve	préfix,	prefix
cónsort,	consórt	prélude,	prelude
cóncrast,	contrást	prémise.	premise
cónverse,	convérsé	présage,	preságe
cénvert,	convért	próduce,	prodúce
cónvict,	convict	próject,	projéct
décrease,	decréase	prótest,	protést
déscant,	descánt	récord,	re córd
détail,	détáil	survey,	survéy
digest,	digést	tórmént,	tormént
éssay,	essáy	tránsfer,	transfér
éxile,	exile	tránsport,	transport,

8. Adjective and Verb.

Absent,	absént		fréquent,	fréquent.
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4. Noun and Adjective and Verb.

Abstract,	abstráct		rébel,	rebél
compound,	compóund		réfuse,	refúse
contract,	contráct		rétail,	retáil
présent,	présént		súbject,	subjéct.

The accent remains unchanged in the following words :—

Cóncrete, pátent, consént, respéct, hérald.

PART III.

PRAXIS.

GENERAL QUESTIONS.

I.

1. WHAT is meant by DEFINITION?
2. Define and divide Language and Word.
3. Explain the difference between a science and an art. Define Grammar as a science—as an art.
4. How is Grammar divided? Explain the meaning of Etymology, Syntax, Prosody.
5. Define Word, Syllable, Letter, Vowel, Consonant. How are Vowels and Consonants divided?
6. Explain what is meant by Labials, Dentals, and Gutturals.
7. Exhibit the division of Letter in a tabular form.
8. When are *w* and *y* to be regarded as vowels? When as consonants?
9. What are Diphthongs and Triphthongs? Mention those that are *proper*.
10. When are *c* and *g* soft and hard?
11. What are the defects of the English Alphabet?
12. What are the requisites of a perfect Alphabet?
13. What letters are superfluous?
14. What is meant by Orthography, Orthoepey?
15. Give a tabular scheme showing an analysis of 'word according to form.'
16. How are the anomalies of English spelling to be accounted for?
17. Examine the spelling of the following words: *Deferred, differed, foretels* or *foretells, unraveled, gallopped, ponies, instill, uncontrollable judgement, Henrys, marshall (the verb), ascendancy, brimfull, traveling, fatiguing, moveable or movable, judgeship, lodgable, alledgeable, alledgement, abridgment, lodgment, infringement, enlargement, acknowledgement, combatting, recalls, marvelously.*
18. State the general rule for dividing words into syllables.
19. Divide the following words into syllables: *Benefit, cabinet, covetous, diminutive, education, nicety, civil, colour, ascribe, massy, chanter, blanket, vestry, evening, folio, genius, officiate, fable, scholar, separate, polysyllable, geographical, Helen, Philip, wealthy.*

II.

1. Define ACCENT, EMPHASIS, QUANTITY.
2. Show that accent differs from quantity.
3. What is the use of accent?
4. What general rule regulates the position of accent in words which are identical in form? *
5. On what part of a 'derived form' is the accent generally found in English?
6. Which seems to be the favourite place for accent in words of more than three syllables? Give instances of words that have shifted their accent in obedience to this principle.

III.

1. What is the threefold province of ETYMOLOGY?
2. Define Part of Speech.
3. Give a fourfold classification of words.
4. Exhibit in tabular form *Merrell's* scheme for classifying words.
5. What are *Latham's* views?
6. Show by a tabular scheme how, according to *Horne Tooke*, the parts of speech may be reduced to two.
7. Enumerate the parts of speech and explain each.
8. Define Accident, Accidence.

IV.

1. Classify NOUN according to *meaning*.
2. What is meant by Proper, Common, and Abstract Nouns?
3. Into what two classes are 'Singular' or 'Collective' Nouns divided?
4. Classify 'Common' Nouns.
5. Classify 'Abstract' Nouns.
6. Divide Noun according to 'Structure.'
7. Explain the meaning of 'Primary Derivative,' 'Secondary Derivative.'
8. What is the meaning of 'strong' and 'weak' as used in English Grammar?
9. From what language do we take our primitive nouns?
10. Explain the meaning of 'Diminutive,' 'Augmentative,' and 'Patronymic.'
11. What are the 'Simple Diminutive Suffixes'?
12. Give instances of words which have compound 'Diminutive Suffixes.'
13. What are the 'Augmentative Suffixes'? Give instances of 'Patronyms.'
14. Explain the meaning of the following affixes: 'Hood,' 'ness,' 'ty,' 'rie,' 'ry,' 'ship,' 'dom,' 'ment,' 'mony,' 'cy,' 'tude,' and illustrate by examples.
15. Explain the force of the affixes in the following words: Balustrade, forage, morning, farthing, firkin, stanchion, pollard, tartlet, garden, pocket.

For a list of these words, see Appendix II. p. 230.

16. What is meant by Derivation and Composition?
17. How are compound nouns formed?
18. What is the logical force of a 'compound?' Which term limits and defines the other?
19. Mention words which are incomplete 'compounds,' one element being concealed.
20. Give instances of words which are erroneously supposed to be 'compounds.'
21. Which is earlier in a language, 'composition' or 'derivation'?

V.

1. Define TERM, NUMBER, GENDER, CASE, PERSON.
2. How do nouns of A.-Saxon origin form their 'plurals'?
3. How do nouns imported from foreign languages form their 'plurals'? Give instances and exceptions.
4. How is the prevalence of the plural form in *s* and *es* to be accounted for?
5. State the general rule for forming the plural in *s* and *es*. State exceptions.
6. What is meant by a *strong* plural? Give a list of those nouns that have *strong* plurals.
7. What do *strong* plurals imply?
8. Give the plurals of the following: Sister, brother, ox, tooth, penny, hero, cargo, lady, palmetto, fife, knife, scarf, proof, ruff, phenomenon, axis, formula, crocus, loaf, genus, analysis, appendix, bandit, cherub, judge, beau, focus, omnibus, beauty, key, valley, lily, animalculum, mouse, country, leaf, woman, pea, kiss, beach, self, fox, wharf, chief, eye, donkey, medium, sheep.
9. Nouns that end in *fe* form their plurals in *ves*. State exceptions to the rule.
10. Give a list of nouns ending in *f*, which do not change it in the plural.
11. Mention nouns that have both a *strong* and a *weak* plural.
12. Give a list of nouns that have two plurals with different meanings.
13. What nouns have different meanings in the singular and plural?
14. What nouns have two meanings in the singular, and one in the plural? What have two meanings in the plural and one in the singular?
15. What nouns have no singular? What have no plural?
16. How is collectiveness shown in English?
17. Discuss with reference to number the following nouns: Alms, means, news, pains, amends, riches.
18. Ethics, children, wages, chickens, swine, kine, welkin, ferns, folk—explain these words, with reference to number.
19. Explain the origin of the plural affixes *es*, *en*, and *ry* in yeomanry.
20. Give the plural of 'court-martial,' 'aide-camp,' 'lord mayor.' How do compound nouns form their plural?

21. Give the plurals of *firman*, *Brahman*, *talisman*, *caiman*, *Mussulman*, *Norman*, *Frenchman*, *German*, *Dutchman*.

VI.

1. Define **GENDER**. What is meant by Common Gender?
2. Why is the English language more philosophic in regard to gender than other languages?
3. In what three ways is gender indicated?
4. What are the A.-Saxon and N.-French affixes to show the male or female agent?
5. Explain the words *Songstress*, *tapster*, *maltster*, *wizard*, *punster*.
6. What peculiarity is there in the words *Drake*, *gander*, *bridegroom*, *widower*?
7. Explain the following words: *Lord*, *lady*, *man*, *woman*, *nephew*, *niece*, *heroine*, *vixen*, *sultana*, *girl*, *slut*.
8. Give the feminine forms of *Bachelor*, *beau*, *buck*, *colt*, *gaffer*, *hart*, *milter*, *monk*, *rake*, *sloven*, *steer*, *wizard*.
9. Mention feminine nouns that have no corresponding masculine.
10. What is the meaning of the affixes *er* and *ster*?
11. On what principle or principles do we attribute gender to inanimate objects?

VII.

1. Define **CASE**. How many cases have we? Explain the statement 'that we have two cases expressing three relations.'
2. Explain the words *Declension*, *Case*, *Oblique*, in connection with one another.
3. Explain the meaning of *genitive*, *dative*, *accusative*, and *ablative case*.
4. What is the difference between *subject* and *nominative*; *object* and *accusative*?
5. What is the origin of the possessive case in *'s*? How is the *'* written when the word ends with *s*?
6. Whence did we obtain the *genitive* with *of*?
7. What is the ordinary difference between the *genitive* with *of*, and the *genitive* with *'s*?
8. What adverbs show traces of *genitive* and *dative* forms?
9. Give words that are respectively instances of *genitive*, *dative*, *accusative*, and *ablative forms*.
10. Enumerate all the traces which survive of A. Saxon noun inflexions.
11. Write down the *genitive* cases singular and plural of the following: *Mother*, *man*, *girl*, *John*, *righteousness*, *woman*, *Xerxes*, *sheep*, *cat*, *Moses*, *rose*, *people*, *bees*, *caterpillar*, *children*, *tree*.
12. Explain the affixes in the following words: *Liar*, *sailor*, *duckling*, *hillock*, *knuckle*, *streamlet*, *brooklet*, *freedom*, *landscape*, *bailiwick*, *horseman*.

- ship, blackness, slavery, smithy, manhood, pocket, shovel, girdle, kindred, arcade, musician, trustee, Perkin, wisdom, bishopric, asterisk.
13. Explain the meaning of the following affixes and give instances: *Ard*, *one*, *kin*, *sor*, *try*, *triz*, *ee*, *eer*, *ian*, *ist*, *ling*, *lock*, *tude*, *ence*, *ary*, *el*, *ness*, *ment*, *isk*.

VIII.

1. Define *ADJECTIVE*.
2. Classify adjective according to Meaning.
3. Classify adjective according to Meaning and Formation.
4. Explain with examples Common, Proper, Numeral, Pronominal, Participial, and Compound Adjectives.
5. How are Definitive Adjectives divided?
6. Divide Qualitative Adjectives.
7. Divide Quantitative Adjectives.
8. Classify Adjectives according to Structure.
9. What are the A.-Saxon adjectival suffixes?
10. What are the principal classical adjectival suffixes?
11. In what ways can we form adjectives to express the absence of a quality, the presence of a quality; the presence of it in a small degree; in a larger degree; the power of anything to impart a quality; the fitness of anything to exercise it?
12. What is meant by Cardinal and Ordinal Numerals?
13. What is meant by Distributive and Multiplicative Numerals?
14. Explain the so-called Article. What is the meaning of the word?
15. On what grounds are these articles classed as adjectives and not as pronouns?
16. Give general rules for the use of *a* and *an*.
17. What is the rule for *a* or *an* before words beginning with *h*? Give examples.
18. Explain the phrase 'three times a year.'
19. What are the Indefinite Quantitative Adjectives?
20. Give a list of nouns employed as collective numerals.
21. What are the compounds of *one*? What is the difference between *one* the noun, and *one* the adjective?
22. How are Compound Adjectives formed?
23. What are Simple Adjectives in origin? How are adjectives Derived?
24. What is the great peculiarity of the English adjective? In what respects has it an advantage over the adjective in highly inflected languages?
25. Define Comparison, Positive, Comparative, Superlative.
26. Give rules for the comparison of adjectives.
27. What dissyllable adjectives form their comparison by *er* and *est*?
28. Explain the meaning of these suffixes *er* and *est*.
29. What is the meaning assigned by Tooke to *more* and *most*?

30. What adjectives admit no degrees of comparison?
31. Give a list of irregular comparisons.
32. Explain the forms, Better, worse, less, much, many, next, first, last, farthest, rather.
33. Explain the forms lesser, uppermost.
34. What is the difference between *few* and *a few*, *further* and *farther*, *elder* and *older*, *latter* and *later*?
35. What is the test of a true English comparative? Mention classical adjectives, as well as others of Saxon origin, which, though comparatives in form, do not conform to this test.
36. Give the derivation of the 'first ten' numerals.
37. Explain eleven, twelve, thirteen, twenty, hundred, thousand.
38. Explain farthing, firkin, riding (of Yorkshire), first, both, once, twice, only, cipher.
39. Give the force of the affixes in the following words: Sleepless, learned, talented, gifted, brazen, western, easterly, truthful, shady, blithesome, homeward, lovely, odious, righteous, verbose.
40. Mention adjectives that have more than one superlative form.
41. What adjectives have no positive—no comparative form?
42. What is the difference between the 'two first' and 'the first two'?
43. What are comparatives and superlatives of eminence and diminution?

IX.

1. Define Pronoun.
2. Classify Pronouns.
3. Define the classes into which pronouns are divided.
4. What are the Personal Pronouns?
5. What are the Possessive Pronouns?
6. Specify the Indefinite Pronouns—Substantive and Adjective.
7. What are the Relative Pronouns? State the difference in the use of the words so employed.
8. Explain the anomalies in the use of the pronoun 'self'.
9. Give a complete declension of the Personal Pronouns.
10. What are the Reciprocal Pronouns? What is the difference between them in their use?
11. Explain Mine, thine, our, your, their. What is the difference between 'my and mine,'—'thy and thine'?
12. What are the Compound Pronouns?
13. What are the uses of 'self' and 'own'?
14. Why is 'it is me' less unexceptionable than 'it is him'?
15. Give the derivations of He, she, it, the, that, who, which, such, each, every, thither.

16. When was the word 'its' introduced? What form did it supplant?
17. Distinguish between 'each' and 'every.'
18. Explain etymologically Any, enough, some, divers, aught, naught, either.
19. What are the Pronominal Adverbs?
20. Explain the words 'why' and 'the' in the phrase, 'the more the merrier.'
21. When are 'but' and 'as' used as relatives?
22. What are the Demonstrative Pronouns? How are 'this' and 'that' used when they express contrasts?
23. Explain the word 'to' in 'to-day.'
24. Divide pronoun according to structure.
25. Define Relative, Antecedent, and Reflective pronouns.
26. Distinguish between 'each other,' 'one another.'
27. What are *Distributive* Pronouns?

X.

1. Define *Verb*.
2. Exhibit in tabular form a general classification of Verb.
3. Define Personal, Impersonal, and Unipersonal Verbs.
4. What are the three Impersonal Verbs?
5. How are Personal Verbs divided according to Quality?
6. Explain the meaning of Verb Substantive.
7. Classify verbs according to Relation. What is meant by 'Relation'?
8. Explain what is meant by Transitive, Intransitive, and Neuter Verb. How many kinds of Intransitive Verbs are there?
9. Define 'Auxiliary Verb.'
10. How are verbs divided according to 'form'?
11. What is the difference between 'strong' and 'weak' verbs?
12. Into how many classes may 'weak' and 'strong' verbs be respectively divided? Specify them.
13. What is meant by a Redundant Verb?
14. What are Defective Verbs? Enumerate them.
15. Classify verbs according to Meaning.
16. Define a Reflective Verb. Have we any special form for reflective verbs in English?
17. What is a Causative Verb? In what ways are causative verbs formed?
18. What are Intensive and Diminutive Verbs? By what affixes may they be known?
19. What are Inceptive Verbs? Have they any special terminations?
20. What is meant by a Frequentative Verb? Mention the suffixes, classical or otherwise, which characterise them.
21. Give a division of Verbs according to *Origin*.
22. Into what three or four classes may *derived verbs* be divided?
23. What is meant by Conjugation? How many conjugations have we?

24. What are the Accidents of the verb? Define them.
25. Have we a true Passive voice in English?
26. What is meant by the Middle voice in English? What verbs are said to have a middle voice?
27. How many Moods have we? Explain them.
28. What is meant by Tense? How many tenses have we in English? How many modifications of each?
29. Explain the meaning of Indefinite, Incomplete, Complete, Continuous, as applied to tenses.
30. What are the various uses of the Present Indefinite?
31. How are Compound tenses formed?
32. What kind of verbs form their compound tenses with the verb 'to have'? With the verb 'to be'?
33. What effect have these auxiliary verbs on the concord of the participle?
34. Which is correct, 'He is come,' or 'He has come'? If both are allowable, what is the distinction between them?
35. Conjugate the verbs 'to be,' 'to have,' 'to bring,' 'to run,' 'to smite,' 'to drown.'
36. Write out the Future tenses in full of the verbs 'to bring,' 'to remove.'
37. Conjugate the Passive voice of the verbs 'to strike,' 'to invite.'
38. In what four ways may Auxiliary verbs be divided?
39. Give a list of auxiliary verbs.
40. State what you know about the verbs 'shall' and 'will,' 'may' and 'can.'
41. There are two verbs 'do'; two verbs 'become'; two verbs 'think'; and two verbs 'let' * in the language, explain them.
42. What is a Participle? How does it differ from an ordinary adjective?
43. When are participles capable of comparison?
44. Write down the active and passive participles of the verb 'to strike.'
45. What is meant by Gerunds? How may they be distinguished from the indefinite infinitive or imperfect participle?
46. Explain the formation of 'could.'
47. What is the tendency of the present usage with reference to the Subjunctive mood and *strong verb*?
48. On what grounds is the Potential mood not admissible?
49. What two forms have we of the Infinitive mood? How did they arise?
50. What are Gerundial Infinitives? How are they distinguished from common infinitives?
51. Explain the verbs 'did' and 'hight.'
52. What remnants have we in English verbs of terminations expressing distinctions of persons? Explain the terminations *st*, *th*.

* *LET* (auxiliary) used in first and third persons Imperative mood, from (A.-S.) *lætan*, to suffer, to permit.

LET, to retard, to delay, from (A.-S.) *lætian*, to delay; as, 'we are sore *let* and hindered.'

53. What is the origin of the participial and gerundial endings in *ing*?
54. What is the force of the suffix *ed* in 'delighted'?
55. Give the meaning of the verbal prefixes *a*, *be*, *for*, and *an*; *en*, *mis*, *with*, and *re*.
56. Conjugate and analyse the verb 'to be.' Show of how many verbs it originally consisted. Compare it with the substantive verb in Latin and French, and give the supposed meanings of Am, was, were, are, be, is, wert.
57. What is there peculiar about 'are' and 'were'?
58. Give the original meanings of Shall, will, can, may, worth, quoth, and yeapt.
59. Explain the participial prefix *y* in *yeapt*.
60. Explain the phrase, 'woe worth the day.'

XI.

1. Define ADVERB.
2. Classify adverbs according to *Meaning*.
3. Classify adverbs according to *Structure*.
4. From what parts of speech are adverbs derived?
5. Mention adverbs derived from old genitives and datives.
6. Explain the word 'darkling.'
7. What are the four adverbial prefixes with their meanings? Give the four adverbial suffixes and their meanings.
8. What adverbs qualify verbs or participles? What qualify adjectives, or other adverbs?
9. Mention adverbs that have conjunctive power.
10. Tabulate the Pronominal Adverbs.
11. How are adverbs compared? What difference formerly existed between the comparison of adjectives and adverbs?
12. Explain the phrases, 'clean gone,' 'to stick fast,' 'to ride hard,' 'you did right.'
13. How are Compound Adverbs formed?

XII.

1. Define PREPOSITION, and explain its use. How do Prepositions differ from Conjunctions?
2. What relations do prepositions chiefly express?
3. Classify prepositions according to *meaning* and *structure*.
4. How do Simple and Compound Prepositions differ in origin from Verbal prepositions?
5. What are verbal prepositions in reality?

6. Give a list of simple prepositions, and explain them etymologically.
7. Give a list of compound prepositions, and explain them etymologically.
8. Give a list of verbal prepositions, and explain them etymologically.
9. Why are prepositions more frequently used in modern than in ancient languages?
10. When prepositions are affixed to verbs what change do they often produce in the verb?

XIII.

1. Define CONJUNCTION.
2. Classify conjunctions according to *meaning*.
3. Classify conjunctions according to *structure*.
4. Explain the meaning of 'coordinate' and 'subordinate.'
5. How are Coordinate Conjunctions divided?
6. How are Subordinate Conjunctions divided?
7. Give another classification of conjunctions, and illustrate it by examples.
8. Define 'correlative.' What are the Correlative Conjunctions?
9. Give a list of simple conjunctions and explain them etymologically.
10. Give six examples of derived conjunctions.
11. Give six examples of compound conjunctions.
12. How may Adverbs, Prepositions, and Conjunctions be distinguished?
13. Give examples of 'but' as a relative, a preposition, a conjunction, an adverb.
14. Give examples of 'after' as an adjective, an adverb, a preposition, a conjunction.
15. Give instances of other words which are adverbs, prepositions, or conjunctions according as we use them.
16. Show that 'that' the conjunction is one and the same as 'that' the demonstrative pronoun.
17. What are Interjections?
18. Give the five senses of *en* as a suffix.
19. Give the five senses of *er* as a suffix.
20. Give the five senses of *ing* as a suffix.
21. Give the etymology of the monosyllabic conjunctions and prepositions.
22. What is Horne Tooke's theory respecting the particles?
23. What is the supposed origin of all nouns ending in *th*?
24. What is the supposed origin of all nouns ending in *ed* or its equivalent, and in *en*?
25. Give the etymology of Smith, earth, girth, truth, health, bacon, heaven, bread, brawn, field, flood, month, mouth, moth, dawn, churn, haft, head, fiend, friend.
26. Give the etymology of Yes, no, perhaps, yesterday, to-morrow, morning, quickly, lo! lief, fain, about.
27. How does 'between' differ from 'among'?

28. What is the meaning of 'either' and 'whether'?
29. What is the true meaning of 'soon'? What is the positive of 'sooner' and 'soonest'?

XIV.

1. What are the three mental operations? Define them. How are they expressed in language?
2. Define Proposition *logically*.
3. What is the meaning of Term?
4. Define Subject, Predicate, and Copula.
5. How is a 'judgment' determined?
6. In the following propositions show the Subject, Copula, and Predicate.
 - i. The thirst for fame is an infirmity of noble minds.
 - ii. Pensiveness without mind is dulness.
 - iii. It is excellent to have a giant's strength.
 - iv. To advise Her Majesty is the duty of the Cabinet.
 - v. Few inventors have reaped the benefit of their own inventions.
 - vi. The pressure of population causes people to emigrate.
 - vii. The Romans were the greatest nation of antiquity.
7. What is the relation between Subject and Predicate?
8. What is meant by the Substance, Quality, and Quantity of a proposition?
9. When is a term said to be 'distributed'?
10. What are the rules for the distribution of terms?
11. Give examples of the four kinds of propositions.
12. Explain the terms 'Categorical,' 'Hypothetical.'
13. How may 'Hypotheticals' be divided?
14. How are Hypotheticals reduced to Categoricals?
15. How is the quantity of Indefinite Propositions determined?
16. What is meant by the 'matter' of a proposition?
17. Examine the following propositions and state their Substance, Quantity and Quality.
 - i. All virtuous men are rewarded.
 - ii. No one can believe all that historians say.
 - iii. Some books are instructive.
 - iv. Not in outward charms should men build their pretensions to please.
 - v. Some political evils are not to be avoided.
 - vi. Veni, vidi, vici.
 - vii. Iron is heavy.
18. Exhibit the Division of Proposition in tabular form.

XV.

1. How are Proposition, Predicate, and Subject defined grammatically?
2. Define Sentence. How many kinds of sentences are there?
3. Define Simple Sentence, Complex Sentence, Compound Sentence.
4. Exhibit in tabular form a division of sentence.
5. What are the 'essential' parts of every sentence?
6. What is meant by Complement of predicate and Extension of predicate?
7. Explain with examples the meaning of Noun sentence, Adjective sentence, and Adverb sentence.
8. Of what parts does a Complex sentence consist? Explain them fully.
9. What are the components of a Compound sentence? Explain them fully.
10. Analyse the following Simple Sentences:—

- i. The two men climbed the steep mountain in silence.
- ii. In summer he took his frugal meal in the open air.
- iii. Long ere noon all sounds in the village were silenced.
- iv. In Brussels there was a sound of revelry by night.
- v. Expense ought to be limited by a man's means.
- vi. The Ancient Christians were animated by a noble love to each other, and a strong hope of immortality.
- vii. Overwhelmed by the sight, yet speechless, the priest and the maiden gazed upon the scene.
- viii. The death of Cæsar threw all Rome into consternation.
- ix. Your father returned home yesterday.
- x. 'Canst thou draw out leviathan with a hook?'
- xi. The perception of the ridiculous does not necessarily imply bitterness.
- xii. They returned to their own country full of the discoveries they had made.
- xiii. Convinced of the necessity, he resigned himself to his fate.
- xiv. The lowing herd winds slowly o'er the lea.
- xv. Him the almighty power,
Hurled headlong flaming from the ethereal sky
With hideous ruin and combustion down
To bottomless perdition.
- xvi. How oft the sight of means to do ill deeds
Makes ill deeds done.

- xvii. . . a rich throne, as bright as sunny day,
On which there sat most brave, embellished
With royal robes and gorgeous array,
A maiden queen.'
- xviii. To check this plague, the skilful farmer chaff
And blazing straw before his orchard burns.
- xix. . . . who pierce,
With vision pure, into those secret stores
Of health, and life, and joy.
- xx. In ancient times, the sacred plough employed
The kings and awful fathers of mankind.

11. Analyse the following Complex Sentences :—

- i. It was so cold in the year 1830, that the Thames was frozen over.
- ii. Many learned men write so badly that they cannot be understood.
- iii. Rain fertilises these fields which spread their bounty to God's creatures.
- iv. Many books cost more than they are worth.
- v. When the king heard the news he was frightened.
- vi. 'Thou shalt honour thy father and thy mother that thy days be long.'
- vii. When Jesus was twelve years old he went up to the temple with his brethren.
- viii. Fools rush in where angels fear to tread.
- ix. 'Where the carcass is there will the eagles be gathered together.'
- x. He cannot write because he has injured his hand.
- xi. As a man lives so will he die.
- xii. Whene'er I walk abroad how much I learn from the beauties of nature around me.

12. Analyse the following Compound Sentences :—

- i. The clergy were much displeased at the fashion, and one clergyman is said to have preached a sermon against it.
- ii. He looked at her sorrowfully, but without manifesting either vexation or surprise.
- iii. He was a bad man, therefore he was not respected by his subjects.
- iv. War is attended with desolating effects, for it is confessedly the scourge of our angry passions.
- v. He arrived at the right moment, or I should have been lost.

- vi. The life of the queen bee seems to be all enjoyment, yet it is only an idle life.
- vii. With a slow and noiseless footstep,
 Comes that messenger divine,
 Takes the vacant chair beside me,
 Lays her gentle hand on mine.
- viii. Birds seek their nests; the ox, horse, and other domestic animals sleep around us.
- ix. Flowers form one of the delights of early age, and they have proved a source of recreation to the most profound philosophers.
- x. The vine still clings to the mouldering wall,
 But at every gust the dead leaves fall.
- xi. Take the instant way,
 For honour travels in a strait so narrow,
 Where one but goes abreast.
- xii. The Jews would not tread upon the smallest piece of paper in their way, but took it up; for possibly, say they, the name of God may be on it.

☞ For additional examples, consult Morell's *Analysis of Sentences*.

13. What is meant by Parsing?

14. Parse the following:

- i. Good sense, clear ideas, perspicuity of language, and proper arrangement of words and thoughts will always command attention.—*Blair's Rhetoric*.
- ii. Money, like other things, is more or less valuable, as it is less or more plentiful.
- iii. 'And who is he that will harm you if ye be followers of that which is good.'—1 *Peter* iii. 13.
- iv. He has desires after the kingdom, and makes no question but it shall be his; he wills, runs, strives, believes, hopes, prays, reads scripture, observes duties, and regards ordinances.
- v. 'Giving no offence in anything, but in all things approving ourselves as the ministers of God; as unknown, and yet well known; as dying, and behold we live; as chastened, and not killed; as sorrowful, yet always rejoicing; as poor, yet making many rich; as having nothing, and yet possessing all things.'—2 *Cor.* vi.
- vi. A true friend unbosoms freely, advises justly, assists readily, ad-

ventures boldly, takes all patiently, defends courageously, and continues a friend unchangeably.

vii. No man is so foolish, but that he may give good counsel at a time; no man so wise, but he may err, if he take no counsel but his own.

viii. It is surprising to see the images of the mind stamped upon the aspect; to see the cheeks take the dye of the passions, and appear in all the colours of thought.—*Collier*.

ix. Oh! sooner shall the earth and stars fall into chaos.

x. I know that that that that that writer uses is wrong.

Each example will be found to give special prominence to some particular part of speech.

XVI

(a)

1. Define SYNTAX.
2. What are the five fundamental laws of syntax, according to Morell?
3. Explain what is meant by Concord, Government, Apposition.
4. If two or more nominatives are connected conjunctively, in what number must the verb be put?
5. What exception is there to this rule?
6. State the rules bearing upon the concord of verb and nominative when the nominatives are connected disjunctively.
7. In what number is the verb put when the subject is a noun of multitude?
8. In what number is the verb put when the subject is a collective noun?
9. If two nominatives are connected, the one affirmative, the other negative, with which does the verb agree?
10. What is the absolute construction in English? What was it formerly?

(b)

1. What is the difference between *Cicero's bust* and a *bust of Cicero's*?
2. How is the genitive of nouns in apposition expressed? Which has the apostrophe?
3. What verbs are followed by genitive relations?
4. What case do the adjectives 'worth,' 'old,' 'high,' 'broad,' 'long,' &c. (i.e. adjectives of value, age, and measurement), really govern? What are they said to govern? How have such adjectives been interpreted by Gould Brown, and other grammarians?

5. What kind of verbs take after them a dative as well as an accusative?
6. What is the construction of the adjective 'like'?
7. Explain the construction of 'himself'.
8. Explain the construction of 'methinks,' 'me seems,' 'me lists,' 'him ought.'
9. What case do the verbs 'please' and 'obey' govern?
10. Enumerate the constructions which are best regarded as dative constructions.
11. What is the general rule for the government of the Objective Case?
12. What is meant by the Cognate Accusative?
13. Explain the constructions 'he waited all night;' 'he walked a mile;' 'he swam the river.'
14. Give the constructions of the verbs 'ask' and 'teach.' Explain them
15. What is meant by the Factitive Accusative?

(c)

1. According to Latham 'like' is the only adjective that governs a case. Examine this statement.
2. What is the construction of 'than' after the comparative?
3. Explain the word 'the' in such phrases as 'the more the merrier.'
4. What is the difference between the article 'an' and 'one'?
5. Give general rules for the use of 'a,' 'an.'
6. Give examples of the different meanings belonging to 'a' before a noun.
7. What is the effect of prefixing the definite article to plural adjectives, singular nouns, and singular adjectives?
8. Explain the following: He would make a better soldier than poet. He would make a better soldier than a poet.
9. What is the effect of using the article once with several nouns, and repeating it before each of them?
10. Explain the phrase 'many a time.'
11. Explain the phrases 'a thousand men,' 'a few horses.'
12. State the difference between 'my and mine,' 'thy and thine.'
13. What is the effect of prefixing 'this' to a plural noun?
14. In what number must the verb be put to agree with *each, every, either, neither, no*?
15. Give general rules for the concord of the relative and antecedent.
16. How do 'who,' 'which,' 'what' and 'that' differ in their use?
17. With what relatives are collective nouns and nouns of multitude respectively used?
18. By what pronouns are 'each' and 'every' followed.
19. What pronominal adjectives stand before the article?

XVII.

1. What is meant by a 'hypothetical' sentence?
2. What is the difference between a 'conditional clause' and a 'consequent clause'?
3. How is a 'preventing conditional clause' shown?
4. Give general rules for the use of the subjunctive mood.
5. What is the twofold government of the infinitive mood?
6. By what verbs is the infinitive governed directly?
7. Explain the 'gerundial infinitive.' What does it express after nouns, adjectives, and intransitive verbs?
8. Mention some expressions which are explained by the gerundial infinitive.
9. What is the difference between a participle and a gerund?
10. When are participles compared?
11. What effect have the auxiliaries 'be' and 'have' on the concord of the participle?
12. Give a simple rule for the succession of tenses.
13. Give examples of correlative subjunctive forms.
14. What parts of the verb are sometimes used absolutely?

XVIII.

1. Explain the phrase 'two and two are four.'
2. When does 'if' govern the indicative and subjunctive mood?
3. What is the force of two negatives in Greek, French, Anglo-Saxon, and English?
4. What difference formerly existed between 'yea,' 'nay,' 'yes,' and 'no'?
5. What conjunctions govern the subjunctive mood?
6. What rule determines the position of prepositions?
7. Which is correct? 'Charm he ever so wisely;' 'Charm he never so wisely.'
8. What is the syntax of the negative?

XIX.

1. Define 'Figure of Speech.' How may figures of speech be conveniently divided?
2. What are the Etymological figures?
3. Give instances of Syncope and Metathesis.
4. Explain what is meant by Prothesis, Epenthesis, Paragoge. Give examples.
5. Explain what is meant by Aphæresis, Elision, and Apocope. Give examples.
6. Enumerate the principal Figures of Speech.

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7. What is the difference between a Simile and a Metaphor?
8. Explain with examples Synecdoche, Metonymy.
9. What does Latham mean by Convertibility and Zeugma?
10. Explain the following figures of speech :
 - i. 'According to their deeds, accordingly he will repay, fury to his adversaries, recompense to his enemies.'—*Is. lix. 18.*
 - ii. He too is witness, noblest of the train
That wait on man, the flight-performing horse.—*Cowper.*
 - iii. Man, like the generous vine, supported lives;
The strength he gains is from th' embrace he gives.—*Pope.*
 - iv. 'The Lord is my rock and my fortress.'
His eye was morning's brightest ray.
The clouds of sorrow gathered round his head.
The old oak felt his departure, and shook its whistling head.
 - v. Thy nod is as the earthquake that shakes the mountains,
And thy smile as the dawn of the vernal day.—*Dr. Johnson.*
 - vi. Swifter than a whirlwind flies the leaden death,
His arm is conquest and his frown is fate.—*Day.*
 - vii. 'Twas then his threshold first received a guest.—*Parnell.*
 - viii. I saw their chief, tall as a rock of ice; his spear, the blasted fir;
his shield, the rising moon; he sat on the shore like a cloud of mist on the hill.—*Ossian.*
 - ix. Oh sacred Truth! thy triumph ceased awhile,
And Hope, thy sister, ceased with thee to smile.—*Campbell.*
Hope for a season bade the world farewell,
And Freedom shrieked as Kosciusko fell.—*Campbell.*
 - x. Wellington was the shield of England.

XX.

Give the etymology of all the words, with their prefixes and suffixes, in the following examples:

1. Sweet Auburn! loveliest village of the plain,
Where health and plenty cheered the labouring swain;
Where smiling Spring its earliest visit paid,
And parting Summer's lingering blooms delayed.—*Goldsmith.*
2. Noble lord and lady bright,
I have brought ye new delight;

14. Give the etymologies of the following : Bissextile, thimble, calf (*of the leg*), jealousy, vermilion, crimson, peck, furlong, moiodore, peany, firkin, sterling.
15. Give the etymologies of the following: Dean, parson, parish, chancellor, sexton, beadle, sheriff, seneschal, nabob, admiral, dauphin.
16. Give the derivations of the following : Sergeant, soldier, pioneer hussar, dragoon, colonel, sentinel, artillery, claymore, carbine, halberd, parapet, ambushade, blunderbuss, calibre, bivouac, trench.
17. Give the etymologies of the following : Biscuit, rum, brandy, whiskey, bulwark, troop, cohort.
18. Explain the following: Abbot, nup, monk, minster, hermit, friar, pew, pulpit, steeple, chancel, gown, Easter, Lent, liturgy, heathen, pagan, diocese, shrine.
19. Explain the following words : Booby, brag, bosh, chouse, balderdash, canter, fiacre, flash, isinglass, jeopardy, jollyboat, ogre, poltroon, lumber.
20. Explain the following words : Cheer, danger, denizen, gazette, grouse, haggard, host, imbecile, inveigle, kerchief, lobster, malady, meeting, minaret, muggy, mustard, nostril, palfrey, pamphlet, porpoise, pony, ransack, rhubarb, savage, samphire, saloon, surgeon, usher, vignette, yacht, voyage, zodiac.

WOOLWICH COMPETITIVE EXAMINATION.

DR. DASENT.

THE following questions were set by Dr. Dasent at the competitive examinations for admission to the R. M. A., Woolwich, 1857-1869. The questions are not given in papers as they were proposed, because many of them have been very often repeated.

1. The English is a composite language : mention the languages from which its chief components are derived.
2. How many languages are now spoken in the United Kingdom, and in what district?
3. Mention any words or terminations in the names of places in the United

Kingdom, which indicate the occupation of the country at a former period by foreign races.

4. In what way are the cases of substantives expressed in English? Give examples of English cases, and compare their formation with that in use in any other language.
5. Explain accurately the use of the verb, adjective, substantive, and adverb in a sentence.
6. In how many ways are diminutives formed in English?
7. Define gender, number, and case in English nouns.
8. Give the plurals of the following words: Cow, sow, knife, wife, dwarf, staff, ox, die, house, wealth, and phenomenon.
9. Is there anything etymologically remarkable in the following words: Its, chickens, what, seamstress, brethren, pence, shepherdess, which, vixen, am, welkin, seldom, whilom, cavalry, spinster?
10. What is the ordinary way in which the plurals of nouns substantive are formed in English? Give as many exceptions to that mode of formation as you may remember.
11. Explain the meaning of the terms positive, comparative, and superlative as applied to adjectives.
12. Give a list of the irregular comparatives and superlatives in English.
13. Distinguish between derivation and composition in English, and state which is earlier in any language.
14. Examine the verb substantive in English, and show out of how many verbs it was originally composed.
15. Compare this method of formation in English with that pursued in any other language with which you may be acquainted.
16. 'They may talk as they will of the dead languages: our auxiliary verbs give us a power to which the ancients with all their variety of mood and inflexion of tense never could attain.' Examine the truth of this statement, and give examples of the use and force of the auxiliary verbs in English.
17. What is the difference between regular, irregular, and defective verbs?
18. Explain the use of pronouns in a sentence. How many kinds are there in English? Give one or two examples of their use.
19. Is it an invariable rule that a singular noun should be followed by a singular verb? If it is not, give instances of variation, and explain them.
20. What is the use of the subjunctive mood in English? Give examples of its use.

21. Explain the meaning and construction of the following passages, and give the derivations of the underlined words :—

The man lay *a dying*.

For John *his* sake.

I have *broke* with her father, and his good will obtained

I pray you *have* him presently discharged.

For he is *bound* to sea, and stays but for it.

He doth bestride the world like a Colossus.

You may come *to-morrow*, in *the morning*.

There was a *blazing* fire.

22. Give as complete a list as you can of foreign words which have been naturalised in English during the last two centuries.
23. What do you understand by a figure of speech ?
24. Explain accurately the terms Word, language, dialect, idiom, provincialism, vulgarism, plagiarism.
25. What do you understand by Syntax, Concord, and Regimen in English Grammar ?
26. Of how many parts does every grammatical sentence consist ? Name those parts and analyse three such sentences.
27. What is meant by Etymology, Orthography, Orthoepey, and Prosody ?
28. Explain the use of adverbs in a sentence. Show how they are formed in English, and give a list of adverbial terminations.
29. Is it possible to write a sentence which shall not contain a Saxon word ? Write one or two Saxon sentences.
30. Give a few plain rules for writing good English.
31. Explain the meaning of the first syllable in the following words : a-dying, a-bed, aboard, abroad, ashore, agape, aghast, aloft, aloof, alone.
32. Explain the following terms as applied to language : Accent, orthoepey, orthography, and etymology.
33. To what extent can English Substantives be said to possess gender, number, and case ?
34. Explain the following passages :

Woe worth the day.

And every thing that pretty bin.

Many a youth and many a maid.

Those eyes

They have not wept a many tears.

They hung me up by the heels, and beat me with hard sticks
that the whole kingdom took notice of me for a baffled whipped
fellow.

All winds blow fair that did the world embroil ;
Your vipers treacle yield, and scorpions oil.

The rising sun o'er Galston muirs
Wi' glorious light was glinting,
The hares were hirplin down the furs,
The laverocks they were chanting.

35. Give the derivations of the following words, and explain how they acquired their present signification : Pagan, companion, savage, villain, infantry, pioneer, cavalry, artillery, gun, engineer, cannon, musket, soldier, corporal, serjeant, ensign, lieutenant, captain, colonel, general, marshal.
36. What do you understand by a Figure of Speech ? Write a series of short sentences, each containing an example of a figure of speech.
37. State in prose the sense of the following passage ; mention the kind of verse in which it is written ; and explain the derivations of the words and the allusions contained in the sentences printed in italics :

Captain, or colonel, or knight in arms,
Whose chance on these defenceless doors may seize,
If deed of honour did thee ever please,
Guard them, and him within protect from harms.
He can requite thee, for he knows the *charms*
That call fame on such gentle acts as these ;
And he can spread thy name o'er lands or seas,
Whatever *clime* the sun's bright circle warms.
Lift not thy spear against the Muses' *bower* :
The great Emathian conqueror bid spare
The house of Pindarus, when temple and tower
Went to the ground ; and the repeated air
Of sad Electra's poet had the power
To save the Athenian walls from ruin bare.

38. Distinguish the following pairs of words by accentuation :

An attribute	To attribute.
The month of August	An august person.
A compact	Compact (close).
To conjure (magically)	Conjure (enjoin).
Desert (wilderness)	Desert (merit).
Invalid (not valid)	Invalid (a weakly person).
Minute (60 seconds)	Minute (small).
Supine (part of speech)	Supine (easy).

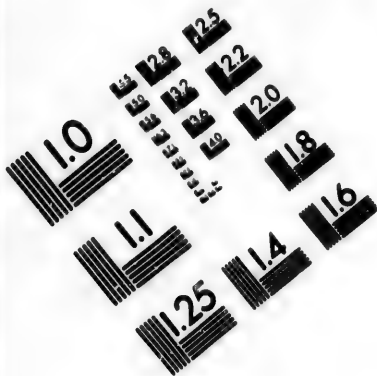
39. Is there any etymological connection between the words in italics in the following expressions? If there be, explain it.

- (a) He is a *puny* child.
He is a *puisne* judge.
- (b) The ship is outward *bound*.
The ship is *wind-bound*.
The man is bound in chains.
- (c) I have a *deal* to say.
The table is made of *deal*.
We played at cards, and it was my *deal*.
I *deal* with that tradesman.
- (d) The nightingale's *thrilling* note.
The horse's nostril.
The carpenter's *drill*.
The lassie *thirled* at the pin.
The pikeman *trailed* his pike.
The soldiers are at *drill*.

- 40. Prove the existence of several successive races of conquerors in the British Isles by the traces of their languages which remain at the present day in the names of persons and places.
- 41. Explain the derivation and original and present meaning of the following words: Alderman, mayor, sheriff, hustings, parliament, assize, lords, commons, exchequer, county, hundred, parish, church, and chapel.
- 42. Explain the origin and derivation of Protestant, Puritan, Roundhead, Quaker, Cavalier, Trimmer, Orangeman, Whig, Tory, Non Juror, Jacobin, and Radical, when used as party names.
- 43. Examine critically the English and versification of the following passage, and explain the historical allusions contained in it:

Edward and Henry, now the boast of Fame,
And virtuous Alfred, a more sacred name,
After a life of generous toils endured,
The Gaul subdued, or property secured,
Ambition humbled, mighty cities stormed,
Or laws established, and the world reformed;
Closed their long glories with a sigh, to find
The unwilling gratitude of base mankind.
All human virtue, to its latest breath,
Finds Envy never conquered, save by Death.
The great Alcides, every labour past,
Had still this monster to subdue at last.





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Sure fate of all, beneath whose rising ray
 Each star of meaner merit fades away!
 Oppressed we feel the beam directly beat,
 These sons of glory please not till they set.

44. Are the following statements consistent with facts?

All males are of the masculine gender.
 We have in English six cases of nouns.
 John is the *nominative case* to the verb.
 Men are in the plural number, because they mean many.
 The *s* cannot be a contraction for *his*, for it is put to female nouns.
 —Johnson.

45. Correct the errors, if any occur to you, in the following passages:

Who should I meet the other day but my old friend.—*Addison*.
 I cannot tell who to compare them to.—*Bunyan*.
 We are still at a loss who civil power belongs to.—*Locke*.
 My son is to be married to I know not who.—*Goldsmith*.
 My desire has been for some years past to retire myself to some of our
 American plantations.—*Cowley*.
 Any word that will conjugate is a verb.
 Thou, Nature, partial Nature, I arraign!—*Burns*.

46. Explain the difference between irregular and defective verbs in English.
 Is it possible to classify as regular a large proportion of the so-called
 irregular verbs?
47. How do you account for the forms *am*, *be*, and *was* in the verb substantive?
 Illustrate your explanation by similar forms of the verb substantive in
 other languages.
48. How do you account for the fact that the earlier stages of a language are
 richer in forms and inflexions than the later?
49. Mention any forms and inflexions which are gradually dying out in Eng-
 lish, and thus show that the process of simplification is still continuing
 in the language.
50. Examine the English of the following passage, referring each word to the
 language from which it is derived:

At the death of the king, his chief wife and several of his followers
 are immolated, that they may attend him in the next world.
 When a monarch succeeds to the throne, he sacrifices at least one
 wife and many followers, merely to show that he can exercise his
 prerogative.

51. Give example of words adopted into English from other languages than those alluded to in (1).
52. What is meant by a noun of multitude? Give examples of such nouns, and write a series of sentences showing their peculiarities of construction.
53. How do you explain the substitution of *his* for *its* in the following, and many other passages of the Bible?—The fruit tree bearing fruit after his kind.
54. Write a series of short sentences showing the right and the wrong use of *as* and *than*; of *or*, *nor*, and *neither*; of *each*, *either*, and *both*; of *here* and *there*; of *hither*, *whither*, and *thither*; and of *hence*, *whence*, and *thence*.
55. Explain accurately the meaning of the term passive voice. How is the passive formed in English? Can it be called a true passive so far as formation is concerned? Give examples of true passive formations from other tongues.
56. Examine the English of the following sentences and explain the allusions :
 1. This was the most unkindest cut of all.
 2. Earthlier happy is the rose distilled.
 3. And Nicanor lay dead in his harness.
 4. But mice and rats and such small deer
Have been Tom's food for many a year.
 5. For 'tis the sport to have the engineer
Hoist with his own petard.
 6. The fattest hog in Epicurus' sty.
 7. Lay not that flattering unction to your soul.
 8. I have thee on the hip.
 9. And mistress of herself, though China fall.
 10. Why, man, he doth bestride the narrow world like a Colossus.
57. Explain the meaning and give the derivation of the following words: Apocryphal, alphabet, didactic, sardonic, sarcastic, tautological, enthusiastic, orgy, organ, mystery, epitaph, pyramid, hieroglyphic, and nightingale.
58. Is it possible for a language to remain stationary? What are the causes which have given rise to the greatest changes in English, and what are the causes which tended most to fix and settle the language?
59. Write a grammatical sentence and then analyse it, showing the parts out of which it is made.
60. Explain accurately the meaning and use of conjugation and inflexion in grammar.
61. Distinguish between auxiliary, irregular, and defective verbs in grammar.

Write a few sentences containing examples of each of those kinds of verbs.

62. Compare the English language as a means of expressing thought with any other language with which you may be acquainted.
63. Enumerate the parts of speech, and show the use of each in a sentence.
64. What do you understand by cardinal and ordinal numerals? Compare the English numerals with those of any other language.
65. Explain the names of the months, and of the days in the week. What is the derivation of *bissextile*, and what is its English equivalent?
66. Give a list of words in common use derived directly from the Celtic, Latin, and Scandinavian elements in the English language.
67. Explain the construction of the words printed in italics in the following passages:—

- (a) That same year the Queen died in Lindsay,
At Westminster I ween *his* body they did lay.
- (b) Let bring a *cartwheel* here into this hall,
But look that it have his spokes all.

- 68 Explain the original and secondary meanings of the words printed in italics in the following passages:

- (a) For this believe, that *impudence* is now
A *cardinal* virtue.
- (b) Skilled in no other arts was she
But dressing, *patching*, *repartes*;
And just as *humour* rose or fell,
By turns a slattern or a belle.
- (c) True faith, like gold into the furnace cast,
Maintains its *sterling* pureness to the last.
- (d) Thus, utmost lands are *ransacked* to afford
The far-fetched *dainties* and the costly *board*.
- (e) The *ordeal* was an established method of trial among the Anglo-Saxons.
- (f) And Jonathan gave his *artillery* unto his lad, and said unto him—
Go, carry them to the city.
- (g) The fierce *Prætorians* threw their swords into the scale.
- (h) There is no need to be scrupulously critical in distinguishing
between them.
- (i) They must not think that all about them are such *idiots* as not
to spy out the *prevarication*.
- (k) And mistress of herself, though *China* fall.
- (l) *Hypocrisy*, *detest* her as we may.

69. Explain the meaning of the following grammatical terms: Letter, word, sentence, voice, mood, tense, person, number, and gender.
70. Are there any true cases in English? Explain the use of prepositions in the formation of cases.
71. What is the use of the subjunctive mood in grammar? Give examples of its use in English.
72. Give the derivations of the following words: Aught, many, nostril, threshold, pigmy, cubit, ell, ironmonger, wharfinger, harbinger, harbour, haven, and heaven.
73. Explain the meaning of the word *verb*. How many conjugations of the verb are there in English?
74. What is meant by the infinitive, imperative, subjunctive, and indicative moods in English?
75. Explain the meaning of the term Syntax, and show its use in grammar.
76. Give as complete a list as you can of words which change their meaning with their accent.
77. Out of how many elements is the English language formed? Is it possible to write a sentence composed entirely of one of these elements? If it is, write such a sentence.
78. Mention the languages from which the English language is derived. In what proportions are those languages represented in modern English?
79. Give a list of foreign words which have been naturalised in English since the year 1800.
80. Explain such expressions as 'John *his* book,' and 'the gate which opened of *his* own accord.' Explain the formation and use of *its*.
81. Explain the use of person, number, gender, mood, tense, and voice in grammar.
82. Quote several English proverbs and explain them.
83. Define what is meant by a verb in grammar. Explain the difference between the active and passive voices of a verb.
84. Define what is meant by a noun substantive. How many cases has the noun substantive in English?
85. In what way do nouns substantive usually form their plurals? Give some examples of irregular plurals in English.
86. Explain what is meant by an adverb. What part do adverbs play in grammar?
87. Give a list of English prepositions, and explain the meaning and force of each.
88. What do you understand by simple and compound sentences? Give some examples of each kind of sentence.

89. What is the meaning of grammar, and what are its uses?
 90. How many participles are there in English? Explain the use of participles in English, and compare it with the use of participles in other languages.
 91. Explain why some verbs are irregular or defective, and mention some of each kind in English.
 92. Conjugate the verb substantive in English, and show that it is made up of several verbs.
 93. Give a list of words imported into English during the seventeenth and eighteenth centuries, mentioning in each case the country from which the word came.
 94. Show the effect of the Norman Conquest on the English language, by instances of words still in use.
 95. Explain accurately, and illustrate by examples, the difference between *shall* and *will*, *should* and *would*, and *am* and *be*.
 96. Explain the derivation and formation of *gull* in the sense of *dupe*, *Baronian*, *goblin*, *gazette*; *buck* in the sense of *wash*, *host*, *tournament*, *trade*, *spinster*, *gossip*, and *bridegroom*.
 97. Mention any parts of the verb which have a tendency to become obsolete. Show that this tendency is common to other languages.
 98. Explain the derivations of the following words: Candidate, sycophant, curfew, history, algebra, almanack, hypocrite, seraph, assassin, and gazette.
 99. Give a list of English words which, with the same spelling, have different meanings.
 100. Explain the derivation of the following words: Ambition, attention, Bible, cannon, companion, gospel, gossip, panic, and paradise.
 101. Explain the derivation of Cardinal, club, curfew, dunce, guillotine, pagan, sacrament, tribulation, tunic, and tyrant.
 102. Explain the derivation of Biggin, calico, cicerone, dragonnade, essay, Hugonot, husband, kickshaws, miscreant, neophyte, noyade, Tory, and Whig.
 103. Explain the terms, Demonstrative, superlative, cardinal, ordinal, diminutive, and patronymic, as used in English grammar, and give instances of each.
 104. Take any regular English verb, and run it through its numbers, moods, and tenses, in the active voice.
 105. Do the same with the verb substantive.
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WOOLWICH COMPETITIVE EXAMINATION.

REV. W. STEBBING.

July 1859—January 1860.

I.

1. Explain the following terms: Imperfect tense, indirect question, proper name, analogy, subjective, objective.
2. 'It is necessary that he who desires fame, act in a way to deserve it.' Is this construction correct? Explain the meaning of subjunctive mood. When is the subjunctive mood used in English?
3. Is the English language capable of receiving accessions readily? In what ways does it borrow or invent new terms? Compare it in these points with any other language with which you may be acquainted.
4. Distinguish between the following: Paraphrase, gloss, commentary, illustration, version, translation, analysis, manual, abstract.
5. How many parts of speech are there in English? Explain the names they bear; and show how those names express their real character.
6. In how many different ways are the feminine gender and the plural number of substantives formed in English? Account for the variety of formation.
7. Point out and correct errors or defects, if any, in the following sentences:

They wear a garment like that of the Scythians, but a language peculiar to themselves.—*Sir John Mandeville.*

They were planned by a clever servant, who to say all that can be said in his praise, is, that he is worthy of such a master as he has.—*Cobbett's Rural Rides.*

Let us hear Dr. Lingard, to prevent his society from presenting whose work to me the sincere and pious Samuel Butler was ready to go down upon his knees.—*Ibid.*

Sixteen have been sentenced to suffer death, but two only were left for execution.—*Ibid.*

8. Explain the following terms: Auxiliary, impersonal, intransitive, and reflective verbs, and verb substantive. Give examples.

9. To what languages, and for what classes of words respectively is English most indebted? To which respectively can you trace the words in the following passage?

A vast metropolis with glistening spires,
With theatres, basilicas adorned;
A scene of light and glory, a dominion
That has endured the longest among men.

10. Compose a short passage to illustrate the use of ellipsis, pleonasm, and antithesis.
11. Explain the word 'synonyme.' Give examples of words which are properly, and of words which are improperly used as synonymous. Account for the erroneous use.
12. What is signified in grammar by the expressions: '*Governed by,*' '*agreeing with,*' '*depending on,*' '*in apposition to,*' '*used absolutely.*' Give examples.
13. Explain the expressions in italics: '*What is it o'clock?*' '*It wants fifteen minutes to one by railway time,*' *not but that* this is no reason why you should hurry away.'
14. Distinguish between composition and derivation of words. Are *bishopric, kingly, friendship,* compounds or derivatives?
15. State the rule for the formation of comparatives and superlatives. Instance and account for any five exceptions.
16. Distinguish between the use of the full stop, colon, semicolon, and comma. Give examples.
17. Why have wheat, pitch, gold, deer, sheep, no plural; and bellows, scissors, mathematics, no singular form? Instance other substantives which have only one number.
18. Instance words which are not pronounced as they are written; and account for the inconsistency.
19. Point out and defend anything unusual in the construction of the words in italics: Him ought not to be a tyrant. The rule is also general but that it admits of *his* exceptions. The cities *who* aspired to liberty.
For not to have been dipped in Lethe's lake
Could save the son of Thetis from to die.
20. Point out and correct the errors or inaccuracies in the following:
Every constable amounting to 240 had his cresse.
The town consists of three distinct quarters, of which the western one is by far the larger.
Every sort of legislature resolve themselves into this.
21. Instance words, which, being borrowed by English from other languages,

have had their meaning or spelling altered. Account, where it is possible, for the changes.

21. Compose one or two sentences to illustrate the use of adjectives, participles, and infinitives as substantives.
22. Give examples of the formation of the past tense from the present by a change of vowel and change of termination, and with no change. Account, where it is possible, for the particular form.
23. Explain the term *idiom*; and give several examples of *idiomatic* expressions in English.
24. In what mood or case are the words in italics in the following passages?—

He *was let depart*.

No one *save* this man *played* the hero.

He *was given* a book.

Please it your honours

To call me to your senate, I'll deliver

Myself your loyal servant.

25. How do you explain the construction of the following passages? Rewrite them in a fuller form:

Wit, whither wilt.—*Shakespeare*.

Even share hath he that keeps his tent and he to field 'doth go.'—

Chapman.

He's heir in double trust,

First as I am his kinsman and his subject,

Strong both against the deed.—*Shakespeare*.

26. What is meant by an exception? Give five or six instances of exceptions to rules of grammar.
27. What is meant by obsolete? Give five or six instances.
28. Compose two or more sentences, containing specimens of the different past tenses of the indicative mood active.
29. In what respect is English defective as compared with any other language or languages? How does it supply its deficiencies?
30. Point out and explain any peculiarity in the construction of the following:

What with pain, and what with fear, he *was* unable to proceed.

He *is* gone a-hunting.

Him who disobeys me *disobeys*.—*Milton*.

This lodging *likes* me better.—*Shakespeare*.

Good name in man or woman, dear my lord,
Is the immediate jewel of their souls.—*Shakespeare.*

Thou most awful form!

Risest from forth thy silent sea of pines.—*Coleridge.*

32. By what conjunctions are clauses expressing a purpose, consequence, opposition, condition, cause, introduced?
33. Enumerate several defective verbs and nouns, naming the parts that are wanting in them, and accounting, when you can, for the want.
34. Name the moods used in English; and state briefly their uses. Give examples.
35. Explain the terms *transitive* and *intransitive*. When and why do they sometimes seem to change characters? Give examples.
36. State, with examples, the various causes of differences between the spelling and the pronunciation of words in English.
37. Write out a list of the terminations of adjectives in English; and say from what language each has been borrowed.
38. What peculiarity is there in the use of the words in italics?

Woe is me.

This said, they departed.

It contains the same information as *the Lady Rich her letter*.

Dark with excessive *bright* thy skirts appear.

39. Is there any difference in the meaning of the following words: Ye and you; all, each, and every; farther and further; between and among; severally and respectively.
40. Explain the formation of the following words: Children; twain, brethren, pease, alms, swine.
41. Point out any peculiarity in the formation of Inmost, could, quoth, tapster, methinks.
42. Why are some letters in the following words retained in the spelling, though not pronounced?—Viscount, medicine, debt, would, hymn, sovereign, chronicle, hour.
43. Explain the use of the tenses and moods in the following sentences:

Darius at once retreats.
Scott, Byron, and Wordsworth have flourished in this century.
Byron flourished thirty years ago.
He is come.
Would it were so.
44. Do the literal meanings of the terms, indicative, subjunctive, infinitive, explain the uses of the moods so named?

45. Explain the old forms :

He went a-hunting.

He went for to do it.

Some will burn a house an it were but to roast their eggs.

46. In what respects is the English alphabet defective or redundant ?
47. What circumstances most commonly lead to the introduction of new words in a language ? Instance words so imported into English.
48. Explain the terms *oblique*, *transitive*, *root*, *part of speech*, as used in English grammar.
49. Distinguish between clause, sentence, phrase, paragraph, proposition.
50. What is meant in grammar by *concord* ? Give examples of the several kinds of grammatical concord.
51. Explain the form of the possessive case singular, e.g. *Father's*. Will the same explanation suffice for the plural possessive, *Fathers'* ?
52. Why is the past tense *killed* said to be regular and *struck* irregular in formation ? What is meant by the terms regular and irregular as applied in English grammar ?
53. To what extent is a correct use of words facilitated by an acquaintance with their etymology ?
54. Compare English and any other language with which you may be acquainted with reference to the order of words in a sentence.
55. Of what inflexions are English adjectives, substantives, and verbs capable ?
56. In what sense can it be said that *or* and *nor* are conjunctions, the letter *y* sometimes a consonant, and *w* sometimes, or always, a vowel, and that the past tense is formed regularly by the addition of *d* or *ed* to the present ?
57. Does a participle, used as an adjective, differ from an ordinary adjective, an intransitive verb used transitively from an ordinary transitive, and a noun of multitude from a noun in the plural number ?
58. Do the literal significations of *proper name*, *common noun*, and *perfect* and *pluperfect* express the ways in which the forms so named are used in English ?
59. On what grounds have the following expressions been sometimes defended ?
Than *whom*. It is *me*. You *was*. The Duke with his sons *are* here.
I walked a hundred mile.
60. State several of the most general rules for forming the plural in English ; and mention exceptions to them.
61. Distinguish between *accent* and *quantity* in English. Give examples.
62. What were the usual ways of forming the plural and genitive in old English ? Do any words still so form them ?

63. The noun and the verb have been said to be the two original parts of speech, 'all the others being substitutes, abbreviations, or contractions, for the purpose of facility and despatch.' What is meant by this statement?
64. State, with examples, reasons for the diversity in the pronunciation, in English, of syllables or parts of syllables spelt in the same way.
65. Explain the construction in the following expressions, and give examples of similar constructions: He is about to die; The wine tastes sour; Ah me! Four o'clock.
66. Explain the term *infinitive*; and mention the various uses and forms of that mood.
67. To what languages may the terminations of the following words respectively be traced?—Nation, awful, double, sympathy, gracious, valour, pathetic, astonish.
68. Explain etymologically the following forms: Innermost, whence, methinks, widower, eury, farthing.
69. What are the essential parts of every English sentence? Give examples of *simple*, *compound*, and *complex* sentences.
70. Mention, with examples, the various forms and uses of the *present tense* in English.
71. State the rules for the formation of the *comparative* and *superlative* degrees in English. Can you mention any exceptions?
72. Are the following expressions good English? Give reasons for your opinion: 'Mutual friends,' 'talented,' 'unreliable,' 'a man of talent.'
73. In how many different ways may compound nouns be formed?
74. Explain the following statements: 'The imperfect participle is often used as a gerund.' 'The present tendency of the English language is to convert strong verbs into weak.'
75. What internal evidence does English contain of its derivation from several different languages?
76. Can you account for the spelling of the terminations of 'deferred,' 'employed,' 'the Henrys,' 'infallible,' 'saddest,' as compared respectively with 'differed,' 'defied,' 'miseries,' 'incurable,' 'longest.'
77. Mention grammatical terms which are used in English grammar in senses differing from their original meanings.
78. Can you justify or explain the following old expressions?—'It am I;' 'His pavilion were dark waters;' 'It liketh thee;' 'I never was nor never will be false.'
79. Are the following expressions grammatically correct or not? Give reasons for your opinion:

He is a better philosopher than a statesman.

The tenth and the eleventh boys in the class.

The words are as follow.

This is one of the most successful works that ever was executed.

Death has come to all greater, better, wiser than I.

80. Explain the force of the verb in the following expressions: It strikes four; The earth moves; The fish weighs five pounds; A house to let.
81. Give examples of the following rules: 'When the subject, though having a plural form, is still regarded as one thing, the verb is singular.' A collective noun takes a singular verb when the idea of unity is prominent, but a plural verb when the idea of plurality is prominent.
82. What is the force of the genitive case in English? Give examples of different meanings it may be used to express.
83. Show, by examples, the meanings of *in*, *re*, and *for*, in composition.
84. Point out and explain any peculiarity in the spelling of—*wherever*, *freer*, *schism*, *could*.
85. Take any four words which have undergone important changes in meaning since their original introduction into English; and account for the changes.
86. Show the uses in English of the infinitive and the several participles.
87. Point out the redundancies and deficiencies in our alphabet.
88. Enumerate the most commonly used conjunctions. How may conjunctions be classified?
89. State, with examples, the rules for the sequence, *i.e.* succession, of tenses in English.
90. Which mode of spelling do you prefer, and why?—*Honor* or *honour*, *apostacy* or *apostasy*, *travelled* or *traveled*, *realize* or *realise*, *dependent* or *dependant*, *jewelry* or *jewellery*.
91. Explain, with examples, the terms irregular, defective, and exception, as used in English Grammar.
92. Explain the uses of 'by' in the following expressions: By-and-by; day by day; ten feet by twenty; he was by himself; by him the man looked short; he stood by; he swore by his gods.
93. Point out and explain anything unusual in the words or construction of the following sentences:

I do you to wit of this fact.
 They left off beating of Paul.
 He was let and hindered in running the race.
 This is expedient for you not only to do, but also to be forward a year ago.

94. What is the usual order of words in an English sentence? Quote or compose sentences in which this order is departed from.
95. Account for the existence of synonyms in a language. Instance words which are, and words which appear to be, but in fact are not, synonyms.
96. What functions do the articles perform in English? Illustrate the use of them by examples.
97. By what forms of the verb can you express habit, command, the act of the verb without reference to an agent, and an action at once future, perfect, and continuous?
98. Explain the following assertions :

Every sentence must contain a subject and a predicate.
 English is not so well adapted to rhyming versification as French, Spanish, or Italian.
 The present tendency of the English language is to reject foreign plurals.
99. Explain any peculiarities in the construction of the following sentences :

He received double as much again.
 I cannot but think you are in the wrong.
 He will not succeed in this, be he ever so wise.
 All of us have given to us a task to perform.
100. Mention differences between the language of the present day and Old English in the mode of declining and conjugating words.
101. What is the use of prepositions? Distinguish between prepositions and conjunctions; and mention prepositions which may be employed as conjunctions.
102. State, with examples, the signification in composition of the particles, *con*, *dis*, *ward*, and *ther*.
103. What is meant by a relative pronoun? Enumerate, with an example of the use of each, the several words employed in English as relatives.
104. When are *c* and *g* hard, and when soft? State the rule, with any exceptions to it.
105. Mention, with examples, various ways of forming the feminine gender in English.
106. Point out, and correct, any grammatical errors or obscurities in the following sentences :

She stood back in the room—more backward a good deal than she was accustomed to do on such occasions.
 I am disposed to think that to persons in trade the difficulty of answering these questions would not be so great if they will undertake to discuss them.

107. State the peculiarities, in relation both to *accidence* and to *syntax*, of the verb *To be*.
108. Give examples of defective substantives, with any reasons that occur to you for their defectiveness.
109. How are adverbs formed? Are they capable of being composed, and, if so, in what ways?
110. Explain, with examples, the following assertions :
 Generally a noun takes after it the same preposition as the verb allied to it.
 The present indefinite has three distinct significations.
 Composition and derivation are different processes.
111. Is there any peculiarity in the meaning expressed by the verb in the following sentences?
 The violet smells sweet.
 The wine tastes sour.
 He is doing well.
112. Explain, with examples, the terms *reflective*, *impersonal*, *defective*, and *intransitive*, as applied to verbs.

II.

Correct or justify the following. Rewrite the sentences when incorrect or obscure :

1. 'His sport supplied his table, except Friday, when he had the best sea fish he could get, and was the day that his neighbours chiefly visited him.'
2. 'I do not think he was the thorough villain which biographers have allowed themselves to represent him.'
3. 'The oath taken by the Lacedæmonians, that they would not make any alteration till the return of Lycurgus, is the reason why so little change has been made in the laws of Sparta.'
4. 'I have not shrunk in his presence, and when at the height of his power, from censuring parts of his conduct.'
5. 'Twas Love's mistake who fancied what it feared.'
6. 'What did they go for to do?'
7. 'They heard this from their grandfather, who with his father before him had been tradesmen in Liverpool during the last century.'
8. 'Thou never didst them wrong, nor no man wrong.'

9. 'The assembly consists of forty-seven members, two being elected by nineteen districts, and three by each of three other districts.'
10. 'Sir Theodore was one of the few South Sea directors, who (though he lost considerably) did not lose his character.'
11. 'If this be him we mean, let him beware.'
12. 'In every minutiae they manifested great interest.'
13. 'Prospered beyond his utmost expectations, he returned home.'
14. 'It contained sundry memorandas of money paid by the archdeacon.'
15. 'By a telegram received this morning the prince had arrived, and is in the castle.'
16. 'I do not believe they ever did any real harm to any one; or, if they did, were unfeignedly sorry for it.'
17. 'They would allow Dr. Priestley or Channing to be clergy of the Church of England, only not Woolston or Hume.'
18. 'If this gentleman would make himself practically acquainted with the subject, he would not find it so simple as he is inclined to believe it, and is desirous to lead the public into the same error.'
19. 'The king advises that between those officials, by whom business can be carried on by word of mouth, the writing of letters should not be allowed, as having a tendency to hinder controversies on unimportant matters.'
20. 'Many a Frenchman, German, and American are to be found in London.'
21. 'As you write to say how glad you would be to be informed of where I intend going, I now do so in compliance with your request.'
22. 'His evident compassion was not the least painful, though touching, part of the spectacle.'
23. 'There are very few who know how to be idle and innocent: every diversion they take is at the expense of some virtue.'
24. 'He taught them what human nature was, and which knowledge was unquestionably necessary to enable a man to do his duty in the world.'
25. 'Never will the cardinals agree among one another to elect a pope the secretary of the last pontiff.'
26. 'Every one of us talks worse English every hour of our lives.'
27. 'It is said that the prince will limit his stay in the Highlands till about the 10th of September.'
28. 'Against these appointments a very few of extreme views had only ventured to feebly remonstrate.'
29. 'All the Stuart sovereigns had very few good qualities.'

30. 'King John and King Edward I. were severally men of the greatest incapacity, and of the greatest capacity for government.'
31. 'Their want of merit is the real reason that none of them have attained much reputation, and are all of them declining in favour day by day.'
32. 'I have formerly read the answer to such an application to the prince.'
33. 'No one regretted more than myself that the matter was brought before the public until all other modes of redress had been tried.'
34. 'I would have given little consideration to the news if an Englishman's opinion did not confirm it.'
35. 'This gentleman may be a good churchman, but his whole sympathies are evidently with her enemies.'
36. 'Tourists may break the journey at any of the stations between Carnforth and Coniston Lake, to enable passengers to visit Furness Abbey.'
37. 'Some persons will have perceived with surprise, that an Englishman should have consented to take service in a foreign court.'
38. 'This event will hereafter take rank among the annals of the empire.'
39. 'His brave heart and love of adventure made him an agreeable companion, and many friends.'
40. 'The practice is increasing, since the French treaty, of adulterating wines.'
41. 'The Senate had decreed a separate triumph to both of them.'
42. 'A Scotchman will not marry on a Saturday. Except when the last day of the year falls on a Saturday, it is the favourite marrying day in Scotland.'
43. 'Messrs. W.'s covered case for valuable plans and maps will be found as useful as a tin case, at one-fourth the price.'
44. 'Than governs both the nominative and the accusative cases.'
45. 'The reigning sovereign of the United Kingdom shall be successively the sovereign of the order.'
46. 'The House of Commons has, with becoming dignity, supported their own privileges.'
47. 'I will, for my conscience sake, spend all my lives, if I had a thousand, against all the world that shall draw sword against our religion.'
48. 'It was in the monastery of St. John that these MSS. were discovered, and are now deposited in the Bodleian Library.'
49. 'The Empress Catherine sent for the ambassador last week, and desired he will order for her a bust of Charles Fox.'

50. 'The new Italian banknote is adorned in the two lower corners with portraits of Cavour and of Christopher Columbus.'
51. 'The English commissioners intend to bring over their own fire engines, all of which are exactly equal in water-throwing force to eight of the ordinary Paris engines.'
52. 'The Crystal Palace is almost the first place ever visited by a foreigner in England.'
53. 'I have been always accustomed to believe that your professions of friendship to myself and late lamented husband were sincere.'
54. 'I desire that the coronation gift of 50,000 ducats, presented to me by the country, shall be dedicated to the purpose I have indicated.'
55. 'The trade of Marseilles vastly increased since the French have had Algiers.'
56. 'From the judgment of this court he appeals not, to which as provided by the letters patent the appeal lies; viz. the archbishop, but to the crown.'
57. 'Messrs. S. request us to state, that neither they nor any relation of theirs are in any way concerned in this suit.'
58. 'This publication being somewhat of an official character, I think the profession are entitled to its being accurate.'
59. 'I have no reason to think other than well of you, nor do I think other, believe me.'
60. 'If your correspondent has any real object in view, he will furnish me with the names of the persons to whom he alludes; and I have no means of making this known to him except through the medium of your columns, and on receiving which he may be sure that the fullest investigation will be proceeded with.'

REV. R. C. TRENCH.

1855-1856.

1. The plural is usually formed in English by adding *s* to the singular. Explain the following plurals which are otherwise formed: Oxen, swine, kine, brethren, feet, mice, phenomena, banditti.
2. In what two ways do we form comparatives and superlatives in English? — Explain the comparatives: Elder, better, rather, farther, further; and the superlatives: first, most: stating the positives on which they are formed.

3. Write a sentence of four or five lines on any subject you please, which shall consist exclusively of words drawn from the Anglo-Saxon portion of our language.
4. To which branch of the language, the Latin or the Anglo-Saxon, do adjectives ending in *ful*, *able*, *ible*, *ly*, *like*, *some*, *al*, *ous*, *less*, severally belong? Give examples of each, and explain the force of the termination.
5. To which branch of the language, the Latin or the Anglo-Saxon, do substantives ending in *ness*, *hood*, *head*, *ment*, *ion*, *dom*, *ty*, *cy*, severally belong? Give examples of each, and explain the force of the termination.
6. Give the force of the prefixes, *dis*, *mis*, *fore*, *pre*, *pro*, *de*, *un*, *in*, and *con*; and state whether they belong to the Anglo-Saxon or Latin portions of the language.
7. Distinguish between the following words: Each and every; common and mutual; feminine and effeminate; childlike and childish; to oblige and to compel; to pardon and to forgive.
8. State from what quarters, whether from Anglo-Saxon, the Latin, or elsewhere, we have derived the following words: Sword, candidate, salary, sycophant, curfew, history, algebra, almanack, daughter, sister, hypocrite, book, bride, seraph, assassin, coffee, sarcasm, gazette.
9. Give the derivation of Candidate, salary, engine, soldier, bayonet, curfew, ensign, infantry, radical, England, intoxicate, feudal, heresy, homage, gossip.
10. From what languages have we derived the following words: Eclipse, mob, arsenal, zenith, tornado, anodyne, parish, parochial, halcyon, priest, war, dwarf, duke, candle, bazaar, regatta, minster?
11. Give the derivations of the following words: Auspice, arsenic, carnival, Stoic, pagan, alms, leopard, renown, solecism, gentle, satire.
12. Write out the following passage, underlining with a *single* line the Anglo-Saxon words occurring in it, with *two* lines the words derived directly from the Latin, and with *three* the Latin derived directly through the French; also if there are any words derived from any other quarter.

Gives not the hawthorn-bush a sweeter shade
 To shepherds, looking on their silly sheep,
 Than doth a rich embroidered canopy
 To kings that fear their subjects' treachery?
 O yes, it doth; a thousand-fold it doth.
 And to conclude,—the shepherd's homely curds,
 His thin cold drink out of his leather bottle,
 His wonted sleep under a fresh tree's shade,

All which secure and sweetly he enjoys,
Is far beyond a prince's delicates,
His viands sparkling in a golden cup,
His body couched in a curious bed,
When care, mistrust, and treason wait on him.
Of man's first disobedience, and the fruit
Of that forbidden tree whose mortal taste
Brought death into the world and all our woe,
With loss of Eden, till one greater Man
Restore us, and regain the blissful seat,
Sing, heavenly Muse, that on the secret top
Of Oreb, or of Sinai, didst inspire
That shepherd, who first taught the chosen seed
In the beginning how the heavens and earth
Rose out of Chaos.

In the above passage (i) either distribute the words according to the languages, Hebrew, Greek, Latin, French, and Anglo-Saxon, from which they are drawn; (ii) or else distribute them according to the several parts of speech to which they belong.

13. Give the derivation of the following words: Eremita, quaint, heaven, earth, smith, champion, exotic, engine, ecstasy, diamond, citadel, cabal, antidote, anthem, cathedral, romance, remorse, crucible, caittiff.

I.
EXAMINATION PAPERS
SET AT THE
OXFORD LOCAL EXAMINATIONS,
1862-1868.

JUNIOR CANDIDATES, 1862.

1.

Analysis, Parsing, &c.

[N.B. EVERY candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Four questions should be answered, of which the first and second must be two

1. Analyse the following passage:

*Be this, or aught
Than this more secret, now designed, I haste
To know; and, this once known, shall soon return
And bring ye to the place where thou and Death
Shall dwell at ease, and up and down unseen
Wing silently the buxom air imbalmed
With odours.*

2. Parse the words in the above lines printed in italics.

3. Explain the following words as used by Milton:

Essential,	Impotence,	O'erwatched,	Uncouth,
Scope,	Buxom,	Reluctance,	Intend,
Belike,	Converse,	Original,	Welkin.

4. Explain the allusions in the following expressions:

The jostling rocks.	Atlantean shoulders.	Serbonian bog.
The Pythian fields.	Ophiuchus huge.	Vexed Scylla.
Ambrosial odours.	Cerberian mouths.	The trading flood.

5. What is the general rule for the formation of the plural number in substantives? What are the exceptions to this rule?

6. Explain the terms relative and antecedent, and the grammatical connection existing between them. Illustrate this connection by parsing the relative in the following passages :

But who here
Will envy *whom* the highest place exposes?
None whose portion is so small
Of present pain, *that* with ambitious mind
Will covet more.
The prison of his tyranny *who* rules.

JUNIOR CANDIDATES, 1863.

2.

Analysis, Parsing, &c.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Four questions should be answered, of which the first and second must be two.]

1. Analyse the following passage, distinguishing in each clause the subject, predicate, &c., and pointing out the connection between the principal and subordinate clauses.

[N.B. A *verbal* analysis is not required.]

'Tis silence all,
And pleasing expectation. Herds and flocks
Drop the dry sprig, and, mute-imploring, eye
The falling verdure. Hush'd in short suspense,
The plummy people streak their wings with oil,
To throw the lucid moisture trickling off;
And wait th' approaching sign, to strike at once
Into the general choir. Ev'n mountains, vales,
And forests seem, impatient, to demand
The promised sweetness.

2. Parse the words to which numbers are prefixed in the following sentences, taking care to explain the *construction* as well as the parts of speech, &c.

[N.B. The numbers may be substituted for the words in the answers to this and the following questions. Abbreviations may be used. Rules of Syntax need not be quoted.]

(1) Sudden he (2) starts,
 (a) Shook from (4) his tender (5) trance, (6) and (7) restless runs
 To (8) glimmering shades, and (9) sympathetic glooms
 (10) Where the dun (11) umbrage (12) o'er the falling stream
 (13) Romantic (14) hangs.
 (15) Should I my (16) steps (17) turn to the rural seat,
 (18) Whose lofty (19) elms.....
 Invite the rook, (20) who high (21) amid the boughs
 In early spring his airy (22) city (23) builds,
 I (24) might the various (25) polity (26) survey
 Of the mix'd (27) household kind.

3. Give the past tense and past participle of the verbs

(1) Swell, (2) fight, (3) ride, (4) slay, (5) get, (6) burst, (7) bless,
 (8) write, (9) eat, (10) clothe.

4. Distinguish between transitive and intransitive verbs; between personal and relative pronouns; and between the possessive and objective cases. Give examples of each.

5. State the subjects in connection with which the following expressions occur in Thomson's *Spring*, and explain the expressions themselves:

1. Livid torrents.
2. The bright Bull receives him.
3. Winds the whole work.
4. Unflesh'd in blood.
5. All is off the poise within.
6. The numbers of the Samian sage.
7. The Mantuan swain.
8. As flies the father-dust.
9. Utmost Kilda's shore.
10. British Tempe.

JUNIOR CANDIDATES, 1864.

3.

Analysis, Parsing, &c.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Candidates are recommended not to dwell too long over any single question, so as (if possible) to answer all on the paper.]

1. Analyse the following sentences, distinguishing in each clause the subject, predicate, &c., and pointing out the connecting links between the principal and subordinate clauses.

[N.B. A verbal or detailed analysis is not required.]

Low the woods

Bow their hoar head ; and, ere the languid sun
Faint from the west emits his evening ray,
Earth's universal face, deep hid, and chill,
Is one wild dazzling waste, that buries wide
The works of man.....The fowls of heaven,
Tamed by the cruel season, crowd around
The winnowing store, and claim the little boon
Which Providence assigns them.

2. Enumerate the 'parts of speech,' and classify each word in the above passage under its proper denomination in this respect.
3. What are the ordinary inflexions of nouns, pronouns, and verbs? Cite instances of such inflexions in the above passage.
4. How many cases are there? State the case and grammatical construction of the following words as they occur in the above passage: 'Their,' 'his,' 'ray,' 'waste,' 'that,' 'man,' 'season,' 'boon,' 'which,' 'them.'
5. Parse each word in these lines :

Father of light and life, thou Good supreme!
O teach me what is good! teach me Thyself!

6. Explain the following allusions. and either quote the context or state the topics with which they are connected in Thomson's *Winter*.
1. Ethereal nitre.
 2. Sacred to the household gods.
 3. Loose-revolving fields.
 4. The noblest name of Just.
 5. The two Achaian heroes.
 6. Awful from the plough.
 7. Attic point.
 8. Unwearied plying the mechanic tool.
 9. His tardy wain.
 10. The frantic Alexander of the North.
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JUNIOR CANDIDATES, 1865.

4.

Analysis, Parsing, &c.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Candidates are recommended not to dwell too long over any single question, so as (if possible) to answer all on the paper.]

1. Parse each word printed in *Italics* in the following passage, showing its connection with other words in the sentence to which it belongs :

*Yet still, even here, content can spread a charm,
Redress the clime, and all its rage disarm.
Though poor the peasant's hut, his feast though small,
He sees his little lot the lot of all ;
Sees no contiguous palace rear its head
To shame the meanness of his humble shed ;
No costly lord the sumptuous banquet deal,
To make him loathe his vegetable meal ;
But calm, and bred in ignorance and toil,
Each wish contracting, fits him to the soil.*

2. Give the past tense indicative and the perfect participle of each of these verbs :

Fall,	Seethe,	Set,
Cleave,	Chide,	Go,
Swell,	Bid,	Thrive,
Sit,	Lie,	Lay.

3. What is an intransitive verb ? What is a verb in the passive voice ?
4. What is a pronoun ? Into what classes are pronouns divided ?
5. Analyse the following passage :

Cheerful at morn he wakes from short repose,
Breasts the keen air, and carols as he goes ;
With patient angle trolls the finny deep,
Or drives his vent'rous ploughshare to the steep ;
Or seeks the den where snow-tracks mark the way,
And drags the struggling savage into day.

6. Explain the meaning of these expressions :

- a. The lazy Scheld.
- b. The wandering Po.
- c. Campania's plain.

- d. Wild Oswego.
- e. Famed Hydaspes.
- f. Damien's bed of steel.

7. Briefly express in your own words the substance of the reflexions contained in the passage which begins :

Vain, very vain, my weary search to find
That bliss which only centres in the mind, &c.

JUNIOR CANDIDATES, 1866.

5.

Analysis, Parsing, &c.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Candidates are recommended not to dwell too long over any single question, so as (if possible) to answer all on the paper.]

1. Analyse the following passage :

Unskilful he to fawn, or seek for power,
By doctrines fashion'd to the varying hour;
Far other aims his heart had learned to prize,
More bent to raise the wretched than to rise.
His house was known to all the vagrant train;
He chid their wanderings, but reliev'd their pain.

- 2. Parse each word in the first three lines of the above passage, taking care to show the grammatical *construction*, as well as the part of speech, &c.
- 3. What is a noun? Enumerate the various kinds of nouns, and instance objects to which they may severally be applied.
- 4. How is the past participle formed? Illustrate your explanation by reference to the following forms: Received, cloven, fled, brought, flung, laden, shorn, put.
- 5. What do you mean by gender? How should you describe 'child' and 'fowl' in reference to gender? and what are the feminine forms of 'actor', 'executor', 'hero', and 'lad'?

6. Give a brief account of the subject of Goldsmith's *Deserted Village*, and explain the following expressions, quoting (if you can) the context :

- a. Labour'd mole.
b. Mantling bliss.
c. Unprofitably gay.
d. Impotence of dress.
e. Bay'd the whispering wind.
f. Wild Altama.
g. Matted woods.
h. Life's taper.

JUNIOR CANDIDATES, 1867.

6.

Analysis, Parsing, &c.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.]

Candidates are recommended not to dwell too long over any single question, so as (if possible) to answer all on the paper.]

- 1. Analyse the following passage:**

From his native hills

He wandered far ; much did he see of men,
Their manners, their enjoyments, and pursuits,
Their passions and their feelings ; chiefly those
Essential and eternal in the heart,
That, 'mid the simpler forms of rural life,
Exist more simple in their elements,
And speak a plainer language.

- 2. Parse each word in the following passages :**

- a. His calling laid aside, he lived at ease.
 b. The youth resigned
 A task he was unable to perform
 c. We parted, nothing willingly.
 d. He could afford to suffer
 With those whom he saw suffer.

3. Of the following verbs give (a) the past tense and (b) the perfect participle ; and arrange the verbs in two classes according to the former (a):

Ask,	Choose,	Go,	Make,	Strive,	Wander,
Bend,	Come,	Lay,	Quit,	Take,	Win,
Blend,	Drink,	Lie,	Read,	Tell,	Yearn.

4. Give the sense in simple words of the following passage :

In dreams, in study, and in ardent thought,
Thus was he reared ; much wanting to assist
The growth of intellect, yet gaining more,
And every moral feeling of his soul
Strengthened and braced, by breathing in content
The keen, the wholesome air of poverty,
And drinking from the well of homely life.

5. Explain and illustrate from the foregoing passages the following grammatical terms: Antecedent—auxiliary—case—conjunction—inflexion—mood—preposition—relative—syntax.
6. Explain the following words and phrases, and (where you can) supply the etymology of those marked by italics: *Enthusiast*—*itinerant*—*rustic*—*sequestration*—*equipoise*—*garrulous*—mighty orb of song—*unutterable* love—*preternatural*—*lineaments*—*superstitions*—*nervous* gait—*spontaneously*.

JUNIOR CANDIDATES, 1868.

7.

Analysis, Parsing, &c.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Candidates are recommended not to dwell too long over any single question, so as (if possible) to answer all on the paper.]

1. Analyse the following passage :

And by yon gate,
That bars the traveller's road, she often stood,
And when a stranger horseman came, the latch
Would lift, and in his face look wistfully :
Most happy, if, from aught discovered there
Of tender feeling, she might dare repeat
The same sad question.

2. Parse carefully each word in the following passages .

a. The cottage-clock struck eight.

b. Yes, it would have grieved
Your very soul to see her.

c. I wist not what to do.

3. Give in simple words the general sense of the following passage:

It were a wantonness, and would demand
Severe reproof, if we were men whose hearts
Could hold vain dalliance with the misery
Even of the dead; contented thence to draw
A momentary pleasure, never marked
By reason, barren of all future good.

4. Give (a) the past tense and (b) the past participle of the following verbs:

Steal,	Espy,	Build,	Bespeak,	Shout,	Sit,
Hold,	Tell,	Receive,	Gird,	Stand,	Leave,
Creep,	Wear,	Catch,	Review,	Strike,	Decline.

SENIOR CANDIDATES, 1862.

8.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

The first four questions should be attempted before any of the others.]

*This vesper-service closed, without delay,
From that exalted station to the plain
Descending, we pursued our homeward course,
In mute composure, o'er the shadowy lake,
Under a fated sky. [No trace remained
Of those celestial splendours; grey the vault—
Pure, cloudless, ether; and the star of eve
Was wanting; but inferior lights appeared,
Faintly, too faint almost for sight; and some
Above the darkened hills stood boldly forth
In twinkling lustre, ere the boat attained
Her mooring-place;] where to the sheltering tree,
Our youthful voyagers bound fast her prow,
With prompt, yet careful hands. This done, we paced
The dewy fields.*

1. Paraphrase the portion of the above passage placed in brackets.
2. Analyse the first sentence ending with 'faded sky.'

3. Parse the words and expressions in italics.
4. Correct the following sentences if faulty; if not faulty, vindicate their correctness:

The council have no intention to adhere to its former decision.

The land grows excellent wheat, forty bushels the acre.

Sleep flies the wretch.

The family was well conducted and regular attendants at church.

A ten inch board.

More than ten mile.

The best as I ever met with.

Who do you think it was?

He had two sisters, the one a wealthy spinster, the other a married sister is the wife of a farmer.

5. Explain the origin and meaning of the prefixes circum-, sub-, ac-, de-, con-, sym-, and of the affixes -gram, -graph, -graphy, -logy. Illustrate by instances of words in which they occur.
6. How is the comparative degree formed in adjectives and adverbs? By what construction is it followed? Is the following correct: 'He is more worthy of blame than me?'
7. Define the terms pronoun, conjunction, and verb, giving the etymology of each. How many kinds of pronouns are there? Give examples of each kind.
8. Give the past tenses and participial forms of the verbs:

Break,	Lie,	Swim,	Hold,
Slide,	Spread,	Climb,	Forsake,
Drink,	Strew,	Sing,	Fly.

SENIOR CANDIDATES, 1863.

9.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.]

The first four questions should be attempted before any of the others.]

1. Analyse the following passage, distinguishing in each clause the subject, predicate, &c., and pointing out the connection between the several clauses.

[N.B. A verbal analysis is not required.]

I never did repent for doing good,
Nor shall not now : for in companions
That do converse and waste the time together,
Whose souls do bear an equal yoke of love,
There must be needs a like proportion
Of lineaments, of manners, and of spirit ;
Which makes me think, that this Antonio,
Being the bosom lover of my lord,
Must needs be like my lord.

2. Parse fully the words to which numbers are prefixed in the following sentences, stating the *construction*, as well as the parts of speech, &c.

[N.B. The numbers may be substituted for the words in the answers to this and the following questions. Abbreviations may be used. Rules of syntax need not be quoted.]

(1) I, (2) whe (3) weep (4) little, (5) did, I will (6) confess
The (7) moment I was (8) seated here (9) alone,
(10) Honour (11) my little (12) cell (13) with (14) some few tears,
(15) Which anger (16) and resentment (17) could not (18) drv.
All (19) night the storm (20) endured; and, (21) soon as (22) help
(23) Had been collected from the (24) neighbouring vale,
With morning we (25) renewed (26) our quest.

3. Explain the terms (1) auxiliary verb; (2) case absolute; (3) objective case; (4) noun of multitude; (5) disjunctive conjunction; (6) apposition; (7) abstract noun; (8) neuter verb; (9) relative pronoun; (10) strong perfect. Illustrate by examples.
4. Distinguish between lie and lay; survey and survéy; shall and will; horse's legs and horses' legs; subject and subject; depository and depositary; farther and further; owed and ought; was and were; this and that; my and mine.
5. Words really or apparently the same frequently express different grammatical relations. Explain the differences in the following instances:

- (1) *Seeing* a person coming &c. (2) *Seeing* is believing.
(3) *That* is the man (4) *that* told you (5) *that* you were not to go to (6) *that* place.
(7) *What* say you? He did (8) *what* I told him.
(9) *But* so it was. None (10) *but* the brave deserve &c.
He was all (11) *but* gone.
It rains (12) *hard*. A (13) *hard* stone.
(14) *Whence* are you? The place (15) *whence* I came &c.
(16) *For* he told me &c. Send (17) *for* him.

6. Give the feminine forms of (1) tiger and (2) abbot; the diminutives of (3) goose and (4) lamb; the plurals of (5) penny and (6) loaf; the possessive cases of (7) he, and (8) us; the perfect tenses and perfect participles of (9) thrive, (10) slay, (11) tear, and (12) tread; the comparatives and superlatives of (13) lovely, (14) sly, and (15) humble.

SENIOR CANDIDATES, 1864.

10.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.]

1. Parse each word printed in italics in the following passage, showing its construction in the sentence to which it belongs:

O purblind *race* of miserable men,
How many *among* us at this *very* hour
Do forge a life-long trouble for ourselves,
By *taking true* for *false*, or false for true;
Here, through the feeble twilight of this world
Groping, how many, until we pass and *reach*
That ether, where we see as we *are seen*.

.. Express the sense of the above passage in simple prose as briefly as you can.

3. 'The parts of speech are not the names of classes of words taken by themselves, but of words as they are constructed in sentences.'

Explain this statement, giving examples to show that the following words become different parts of speech according to the connection in which they occur: *but, that, taking, trouble, false, forge, contract*.

4. When the same word, being of more than one syllable, may be used either as a verb or a noun, what distinction is usually made in the place of the accent? What exceptions of common occurrence are there to this rule?
5. What is an auxiliary verb? Explain the use and meaning of each of the English auxiliary verbs.
6. What is the distinction between conjunctions and prepositions?
7. Analyse the following passage, distinguishing in each clause the subject, predicate, &c., and pointing out the connection between the several clauses:

What stronger breastplate than a heart untainted
Thrice is he armed, that hath his quarrel just;
And he but naked, though locked up in steel,
Whose conscience with injustice is corrupted.

8. Distinguish between these expressions and words:

He is come,	and He has come.
I alone can do it,	and I can do it alone.
A picture of the Queen's	and A picture of the Queen.
Fall, and fell.	Rise, and raise.
Lie, and lay.	Stop, and stay.
Sit, seat, and set.	

9. Give the Saxon words in common use which most nearly answer to the following: *Extend, expand, penetrate, pervade, denote, depart, spiritual, multitude, intrusion, invasion, incursion, elevation, altitude, division.*

SENIOR CANDIDATES, 1865.

11.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.]

Bless'd are those
Whose blood and judgment are so well comingled,
That they are not a pipe for fortune's finger
To sound what stop she please: Give me that man
That is not passion's slave, and I will wear him
In my heart's core, ay, in my heart of heart,
As I do thee.—Something too much of this.

1. Analyse the above passage, distinguishing in each clause the subject, predicate, &c., and pointing out the connection between the several clauses.
2. Parse fully the words in italics, stating in each case the construction or relation of the word parsed to the other parts of the sentence.
3. How do you distinguish between the *participle* and the *verbal substantive* in -ing? Illustrate your answer by the following examples: 'I am

going a hunting,' 'I saw a boy *throwing* a stone,' 'Day *dawning*, we started,' 'Riding is healthy.' Explain the *a* in the first of these.

4. What is the exact force of the prefix in the following words?—Problem, procure, proceed, prologue: subtract, subacid, subside, subsidize, surreptitious: innate, intact, incident: disqualify, dispense, dissect, dissuade: repeat, reluctant, remit, remote: withdraw, withhold, withstand.
5. The term *pronoun* etymologically means a 'word used instead of a noun.' Would such a definition comprehend all the words classed as pronouns, or all the cases to which pronouns apply?
6. Enumerate the inflexions (proper) of verbs, and the auxiliaries employed where inflexions are wanting. Distinguish the shades of meaning in the following forms: I wrote, I have written, *and* I have been writing; I write *and* I am writing; You shall write *and* You will write.
7. Which do you consider correct in point of orthography?—Honor, *or* honour; recognize, *or* recognise; center, *or* centre; traveler, *or* traveller; moveable, *or* movable; wilful, *or* willful. Give reasons for your preference.

SENIOR CANDIDATES, 1866.

12.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.]

His years but young, but his experience old;
His head unmellowed, but his judgment ripe;
And, in a word (for far behind his worth
Come all the praises that I now bestow)
He is complete in feature and in mind,
With all good grace to grace a gentleman.

1. Parse each word printed in italics in the above passage, explaining its grammatical connection with other words in the sentence.
2. Classify the English auxiliary verbs, and explain the uses of each of them.
3. What are the uses of the adverb? How many kinds of adverbs are there?
4. What is the distinction between strong verbs and weak verbs?

5. What is meant by *the objective case*? Explain its use in each of the following expressions:

It was told *him*.
 He walked ten *miles*.
 Give *him* the book.
 He lived many *years* after *that*.

6. Explain the words, *root*, *affix*, *prefix*, *inflection*, according to their use in grammar. Illustrate your answer by examples taken from the passage quoted above from Shakspeare.

7. How do you explain the following constructions?

The church-going bell.
 There is some ill a brewing.
 While grace is saying.
 A walking stick.
 I go a fishing.
 He was an hungered.

8. Analyse

Then she for her good deeds and her pure life,
 And for the power of ministration in her,
 And likewise for the high rank she had borne,
 Was chosen abbess, there, an abbess, lived
 For three brief years, and there, an abbess, past
 To where beyond these voices there is peace.

SENIOR CANDIDATES, 1867.

13.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.]

1. Parse each word printed in *Italics* in the following passage, showing its grammatical connection with other words in the sentence to which it belongs:

Give *thy* thoughts *no* tongue,
 Nor *any unproportioned thought* *his* act.
 Be *thou* familiar but by *no means* vulgar.

Those friends thou hast, and their adoption *tried*,
 Grapple them to thy soul *with* hooks of steel ;
 But *do* not *dull* thy palm with entertainment
 Of *each new hatched, unfledged* comrade. Beware
 Of entrance to a quarrel ; but, *being in*,
 Bear it, *that the opposed may beware* of thee.

2. Express the purport of the passage in prose as briefly and as simply as you can.
3. What is a pronoun ? Into what classes are pronouns divided ? Explain the distinction between *my*, *mine*, and *my own*.
4. How many kinds of verbs are there ? Define each of them.
5. Give the past tense and the perfect participle of each of these verbs :

Lay,	Seek,	Flee,	Set,
Thrive,	Tear,	Sit,	Dare,
Fly,	Catch,	Lie,	Cleave.

6. What are the meanings of the following prefixes, and from what languages do they come ?

With-	Dia-	Sub-	Syn-
Contra-	Re-	Arch-	Ab-
Dis-	Hyper-	Per-	Un-

7. What difference in signification or usage is there in the following expressions ?

Older and *elder*.

Bold and *brave*.

Drunk and *drunken*.

Weighty and *heavy*.

Stay and *stop*.

He is gone and *he has gone*.

He loves him more than me and *he loves him more than I*

He has died and *he is dead*.

8. Analyse

He that has light within his own clear breast,
 May sit in the centre, and enjoy bright day :
 But he that hides a dark soul and foul thoughts,
 Benighted walks under the mid-day sun ;
 Himself is his own dungeon.

SENIOR CANDIDATES, 1868.

14.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.]

1. Parse each word printed in italics in the following passage, explaining its grammatical connection with other words in the sentence.

Farewell, a long farewell, *to all my greatness* !
This is the state of man : *to-day* he puts forth
 The tender leaves of hope, *to-morrow blossoms*,
 And bears his blushing honours *thick upon* him :
 The *third day comes* a frost, a *killing frost* ;
 And—when he thinks, good easy man, *full surely*
 His greatness is *a ripening*—*nips* his root,
 And then he falls *as I do*.

2. Give examples of the different ways in which these words may be used in reference to the parts of speech—*as, but, that, since*.
3. 'A pronoun is a word used to prevent the awkward repetition of a Noun in a sentence.' Is this a good definition of a pronoun? Give a reason for your answer.
4. What is an auxiliary verb? Classify the English auxiliary verbs.
5. What is the passive voice? When may a verb in the passive voice be followed by the objective case?
6. Give the past tenses and perfect participles of these verbs:

Bereave,	Expel,	Freeze,	Thrive,
Dig,	Grow,	Climb,	Slide,
Spring,	Lie,	Flee,	Lay.

7. Explain the prefixes in the following words:

Innate,	Withhold,
Intact,	Subtract,
Uncomfortable,	Return,
Disorderly,	Hyperbole,
Hypothesis,	Annul.

8. Analyse

Heaven doth with us, as we with torches do,
 Not light them for themselves: for if our virtues
 Did not go forth of us, 'twere all alike
 As if we had them not.

EXAMINATION PAPERS

SET AT THE

CAMBRIDGE LOCAL EXAMINATIONS.

JUNIOR CANDIDATES, 1859.

1.

Rudiments of English Grammar.

[N.B. Every candidate must satisfy the examiners in this paper. Three questions at least should be attempted.]

1. Give the plurals of the following nouns:

Wolf,	Fife,	Canto,	Soliloquy,
Flagstaff,	Negro,	Lily,	Donkey.
Life,			

Give instances of nouns having two forms of the plural of different meanings.

2. Give the past tense indicative and past participle of each of the following verbs:

Abide,	Blow,	Cleave,	Draw,	Sing,
Beseech,	Drink,	Hurt,	Lie (to rest),	Run.

3. Point out and correct what is amiss in the following expressions:

Was you there? or was it him?
 James and him didn't ought to have said so.
 Who did you expect to have seen here?
 I was neither considering James nor John when I did it.
 Either James or John have great cause for complaint.
 He don't mind what I say; but I will be sorry to punish him.

4. What is a sentence? Define the terms 'subject' and 'predicate.' Point out the subject and predicate in the following sentences:

He always acts with considerable judgment.
To be angry is unwise.
In the year 1066 William the Conqueror invaded England.

5. Parse fully the following passage:

Dare to be true. Nothing can need a lie.
A fault which needs it most grows two thereby.

JUNIOR CANDIDATES.

2.

Trench on the Study of Words.

1. In what sense is language man's invention, and in what sense God's gift?
 2. Words sometimes preserve the record of exploded errors. Show in what way the following words, *Leopard*, *sardonic*, *humour*, *saturnine*, *jovial*, *mercurial*, *amethyst*, do this.
 3. Give the derivation of Tinsel, desultory, dunce, gipsy, curfew.
 4. Allusion to what ancient customs is bound up in the words, Thralldom, calculation, expense, stipulation?
 5. What information about the following *things*, namely, Bayonet, calico, guinea, cordwain, cherry, peach, currants, dimity, damask, sherry, ermine, may be obtained from the *names* they bear?
 6. Define synonyms. How do synonyms find place in a language? What advantages in respect of style may we hope to gain by the study of them?
 7. Give some examples of the morality, and some of the immorality, which find place in the use of words.
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JUNIOR CANDIDATES, 1860.

3.

Rudiments of English Grammar.

(PRELIMINARY.)

1. What is the meaning of an 'abstract,' 'common,' and 'proper' noun; an 'auxiliary' and 'impersonal' verb; a 'cardinal' and an 'ordinal' number? Give examples of each.
2. What is the general rule for forming the possessive case, singular and plural, of nouns; and what are the exceptions to this rule?
3. How do nouns ending in *y* preceded by a consonant, *f*, and *fe* respectively, form their plurals? Give the plurals of the following words: Key, berry, calf, grief, knife, penny, ox, fly, brother.
4. Write out the present and past tenses of the following verbs: Forget, speak, think, stand; and give the past tense and past participle of the verbs Lose, knit, ride, wear, run, sit.
5. Parse the words in italics in the following passage:

Full many a gem of purest ray serene,
The dark unfathom'd caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.—Gray's *Elegy*.

JUNIOR CANDIDATES.

4.

Trench on the Study of Words.

1. What objection is there to regarding language simply as an invention?
2. To which of the races which have inhabited England do we mainly owe our language? Mention any words which are derived (1) from ancient Greek or Roman philosophers, (2) from the Schoolmen. Whence do we derive the words 'earl' and 'countess'?
3. Show from etymology what influence the planets Mercury, Jupiter, and Saturn were supposed by astrologers respectively to have upon those born under them. What three articles of food may be shown by etymology to have come to us originally from the coast of the Black Sea.

4. Horace says, 'Many words will be revived which have now gone out, and many will pass out of use which are now in vogue.' Show by examples that this has been the case in English.
 5. It has been questioned whether we ought to write 'honour' or 'honor,' 'favour' or 'favor.' State the case on both sides, and point out precisely what is meant when the latter spelling is called *wrong*.
 6. Define and trace to a common root the words Sense, sensual, sensitive, sensuous, sensible, sentimental, resentment, assentation; also Gentle, genteel, gentile, generous, general.
 7. Distinguish between Deist and Theist, diffidence and distrust, effective and effectual, conscience and consciousness, invention and discovery, virtuous and virtual.
 8. What change has taken place in the meaning of the words Nephew, novelist, neologist, plantation, favour, naturalist?
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JUNIOR CANDIDATES.

5.

English Grammar.

PART I.—PRELIMINARY.

[N.B. All students are required to satisfy the examiners in the first part of this Paper, which is the English Grammar of the Preliminary Examination. Four questions at least should be attempted.]

1. Give the names of the parts of speech. What is a pronoun? What is the particular use of a relative pronoun?
2. When is a noun in the nominative case absolute? Give a sentence containing an example of one.
3. Distinguish between transitive and intransitive verbs. Give two simple sentences, a transitive verb occurring in one, an intransitive one in the other.
4. Write down the past tense, present and past participles of the following verbs: Scatter, swear, ride, mow, gallop, spin, trouble, profit, lose, toss, fly.
5. Parse the following sentence:

Your voiceless lips, O flowers, are living preachers.

PART II.

6. Why are some consonants termed *liquids* and some *mutcs*? Give instances of each. What is a diphthong?
7. State the different parts of speech to which each of the following words may belong: Sleep, long, tear, close, shade, below, last, pluck, shed, bear, underneath.
8. Give the rules, with examples to each, for the use of *s* and the apostrophe in the following cases:
 - a. Nouns in the possessive case in apposition.
 - b. Several possessives used together.
 - c. When *of* is used with the possessive form.
9. Specify what class of transitive verbs may take two objects after them. In what cases may neuter verbs take an object after them? Give examples.
10. Name the moods of a verb, and explain their use. Take a verb, and give an example of each.
11. Correct the mistakes in the following sentences:

Mind who you are speaking to.
Since you were here last, I rode out on horseback regularly every day.
On notice of this been given to the committee, a resolution was at once come to to forbid it.
The ten first chapters of the book were interesting very, the remaining was dull.
12. Analyse the following sentence:

The lively Grecian, in a land of hills,
Rivers and fertile plains, and sounding shores,
Under a cope of sky more variable,
Could find commodious place for every god,
Promptly received, as prodigally brought,
From the surrounding countries, at the choice
Of all adventurers.

JUNIOR CANDIDATES.

6.

English Grammar.

PART I.

[N.B. All students are required to satisfy the examiners in the first part of this paper. Four questions at least should be attempted.]

1. Write down the feminine forms of Abbot, duke, hero, ram, traitor, widower.
2. Write down the plural forms of Cargo, child, church, knife, monkey, penny, portfolio, roof, tooth, tree, woman.
3. Place the indefinite article before each of the following nouns: Box, ewe, heir, historian, house, union.
4. Mention the parts of speech to which the following words respectively belong: Arrow, beside, besides, boy, grow, often, seldom, since, though, through, vain, vein, yellow, your.
5. Write down the past tense of each of the following verbs: Beseech, drive, forsake, fly, bear, lay, lend, lie, shear, shoot.
6. State the rules for forming the degrees of comparison of adjectives.

PART II.

7. Distinguish between transitive and intransitive verbs. What is meant by (1) a verbal preposition, (2) a verbal substantive?
8. Into what classes are pronouns divided? Form a sentence including a personal pronoun in the objective case, and a relative pronoun in the possessive case.
9. Write down a part of the verb 'to love,' differing in voice, mood, tense, number, and person, from 'I was loved.'
10. Distinguish between the meanings of the sentences within the following brackets:

{	You have helped me oftener than he.
{	You have helped me oftener than him.

11. State the rules for the concord of
 1. A relative with its antecedent.
 2. A collective substantive with its verb.
12. Correct the mistakes in the following sentences:—
 1. As neither John or Thomas are going, let you and I go.
 2. Observing the house actually on fire, it was evident the engines were required.
 3. I can't go unless John comes home.
 4. I don't know whether he goes now, but he didn't use to.
13. Explain the terms subject, object, and predicate. Give an example of an indirect object.
14. Analyse

Those who reason in this manner do not observe that they are setting up a general rule, of all the least to be endured; namely, that secrecy, whenever secrecy is practicable, will justify any action.

JUNIOR CANDIDATES.

7.

English Grammar.

[N.B. All students must satisfy the examiners in this paper. Four questions at least must be attempted.]

1. Define a noun; and distinguish between proper, common, and abstract nouns; giving examples of each.
2. What does the possessive case denote? State the rule for its formation. Write down the possessive case plural of Man, lady.
3. Give the comparative and superlative degrees of Good, bad, little, old, numerous.
4. Name the number, gender, person, and case of She, its, ours, them, us, ye, thee.
5. What is an adverb? Into how many classes are adverbs divisible? State the classes to which the following adverbs respectively belong: *Again, almost, enough, fully, hither, peradventure, well, yesterday, yonder.*
6. Distinguish between the properties of prepositions and conjunctions. State the difference between copulative and disjunctive conjunctions. In the sentence 'Blessed are the merciful, for they shall obtain mercy,' what part of speech is *for*?

JUNIOR CANDIDATES.

8.

English Grammar.

1. Explain briefly the meanings of Etymology, syntax, concord, declension, mood, tense.
 2. Define a noun and an adjective. Distribute adjectives into three classes according to their meanings.
 3. Write down six words which are used as adverbs and prepositions. How do you detect a preposition in a sentence?
 4. Assign to its proper part of speech each word in the following sentences:
 - a. I will conduct myself so as to gain respect.
 - b. Pending the trial all but a few perished.
 - c. He is fond of pleasing everybody.
 5. Write three short sentences, one containing a substantive clause, one an adjective clause, and one an adverbial clause.
 6. What do you mean by a contracted sentence?
 7. Correct mistakes in the following sentences:
 - a. Riches does not belong everybody.
 - b. These sort of arguments ought to be more inculcate.
 - c. If the Sun goes about the Earth, astronomy's results are misleading us.
 - d. Speak thou then which trespass here.
 - e. I saw a black and white man walking together.
 8. Analyse the following sentences:
 - a. Why are you so late?
 - b. He will succeed or die.
 - c. Whatever the consequences may be, I shall go my way.
 - d. You ask me why, though ill at ease,
Within these regions I subsist,
Whose spirits falter in the mist,
And languish for the purple seas.
 9. Can you show that the number of the parts of speech is complete and sufficient for expressing our thoughts?
-

JUNIOR CANDIDATES.

9.

English Grammar

[Every student must satisfy the examiners in this paper. Four questions at least must be attempted.]

1. Name the parts of speech, giving one example of each.
2. Define a preposition. Show by examples that the same word may be used sometimes as a preposition and sometimes as a conjunction.
3. Give the masculine nouns corresponding to Duchess, ewe, heifer, witch; and the feminine corresponding to Beau, host, lord, master, executor. Write down six nouns of common gender.
4. Write down the past tense and the perfect participle of the following verbs: Arrive, begin, dare, freeze, go, spread, strike, tell.
5. What is an auxiliary verb? What tenses and moods require the use of auxiliaries?
6. Distinguish between the meanings of the following pairs of words and phrases: Any, some; alone, only; stay, stop; decrease, diminish; sanitary, sanatory; prevail upon, prevail with.
7. Analyse the following sentences, and parse the words printed in italics:
 1. *Uneasy* lies the head *that* wears a crown.
 2. *Being* angry with one who controverts an opinion which you value, is a necessary consequence of the uneasiness which you feel.
8. How are adverbs usually formed? What adverbs are derived from the following words: All, beside, ground, heaven?

Write down the principal adverbs which can be derived from words contained in the sentences of question 7.

SENIOR CANDIDATES, 1859.

10.

Rudiments of English Grammar.

[N.B. Every candidate must satisfy the examiners in this paper. Three questions at least should be attempted.]

1. Give the past tense indicative and past participle of each of the following verbs :

Awake,	Break,	Fly,	Hit,	Sit,	Swell,
Forbid,	Eat,	Flee,	Ring,	Strive,	Tear.

2. Write down the following passage without changing the order of the words, but spelling them according to the present usage; and point out any differences between this passage and modern English, other than those of spelling :

And Jhesus, seynge the puple, wente up into an hil ; and whanne he was set, hise disciplis camen to hym. And he openyde his mouth, and taughte hem, and seide, Blessid be the pore in spirit, for the kyngdom of hevenes is herne. Blessid be mylde men, for thei schulen welde the erthe. Blessid be thei that mournen, for thei schulen be comfortid. Blessid be thei that hungren and thirsten rightwisnesse, for thei schulen be fulfillid. Blessid be merciful men, for thei schulen gete merci. Blessid be thei that be of clene herte, for thei schulen se God. Blessid be pesible men, for thei schulen be clepid Goddis children. Blessid be thei that suffren persecusioun for rightfulnessse, for the kingdom of hevenes is herne. —*St. Matt. v. 1-10. (WYCLIF).*

3. What is a pronoun? Write a short sentence containing the words *This*, *that*, *who*, and *whom*.
4. Parse fully the following passage:—

Stone walls do not a prison make,
Nor iron bars a cage ;
A free and quiet mind can take
These for a hermitage.

5. Define the terms 'subject' and 'predicate.' When is a sentence said to be 'simple,' and when 'complex'?

Write a simple sentence in which the subject shall be qualified by a participial phrase, and the predicate extended by an adverbial phrase.

SENIOR CANDIDATES, 1860.

11.

Rudiments of English Grammar.

(PRELIMINARY.)

[N.B. All candidates are required to satisfy the examiners in this paper.]

1. ENUMERATE the different kinds of pronouns. Decline such pronouns as admit of declension.
2. Give a list of nouns (*a*) that have no singular, (*b*) that have no plural, (*c*) that have the singular and plural alike.
3. Point out the errors in the following sentences :

How will we know whether is the greatest of the two?

Neither John or Thomas considered that morning or evening are the best time for study.

Either in the four first of that class were clever boys.

If I had not broke your stick, you would never have ran home, nor began to tell those kind of lies, which nobody but foolish men believe.

Every member of our families have been introduced to each other.

4. Write down an example of (1) a simple, (2) a compound, and (3) a complex sentence.
5. Rewrite the following in modern English :—

Lo lo (quod Dame Prudence) howe lightly is every man enclyned to his owne desyre and his owne pleasaunce. Certes (quod she) the wordes of the phisiciens ne shulden not ben understonden in that wise, for certes wickednesse is not contrarie to wickednesse, ne vengeance is not contrarie to vengeance, ne wronge to wronge, but everich of hem encreaseth and engendreth other. But certes the wordes of the phisiciens shuld be understonde in this wise, for good and wickednesse ben two contraries : and peace and werre, vengeance and suffraunce, discord and acord, and many other thinges : But certes wickednesse shalbe warished with goodnes, discorde by acorde, werre by peace, and so forthe in other thinges.—Chaucer, *Canterbury Tales*.

SENIOR CANDIDATES, 1865.

12.

Preliminary English Grammar.

[N.B. All candidates are required to satisfy the examiners in this paper.]

1. Explain the word *vowel*. Show by rules and exceptions, with the aid of examples, the various sounds indicated by the vowels, both singly and in combination.
2. What means have we for expressing relation between nouns substantive? Explain such a phrase as 'Wills Act Amendment Act.'
3. What is a defective verb? Give examples, and show how they are supplemented.
4. Explain what is meant by a conditional sentence; and point out the distinction in meaning between
 'If you go at once you may be in time,'
 and
 'If you went at once you might be in time.'
5. Examine the construction of the following sentences: 'Tis sixty years since.
 Much ado about nothing. They must fight it out. He came himself.
6. Analyse the following passage, and parse the words printed in italics:

I *cannot tell* if to *depart* in silence,
 Or bitterly to speak in *your* reproof,
 Best *fitteth* my degree or your condition.

SENIOR CANDIDATES, 1866.

13.

English Grammar.

1. Which letter is the aspirate, and why is it so called? In what words is it rightly dropped when it stands as their first letter? Under what circumstances are the forms *a* or *an* used of the indefinite article?

2. Explain how you distinguish between proper, common, and abstract nouns. Classify the following: Inconsistency, confession, governor, squadron, day, education, knowledge, youth, time, contest, Wellington, talent, Robert.
3. Define the term 'case' as employed in grammar. How many cases are there in English? How are they used? Decline *Child, rubbish, he, who, another*.
4. Point out the difference of meaning in the forms of expression, 'A statesman and orator walking up Constitution Hill,' and 'A statesman and an orator walking up Constitution Hill.'
When is the article repeated or not in such cases?
5. What parts of a verb must be known in order to conjugate it? In what particulars does a regular differ from an irregular verb? Give the past tense and past participle of Demean, mean, heave, upheave, cost, accost.

6. Parse

Uprouse ye then, my merry, merry men,
For 'tis our opening day.

Analyse

That time of year thou mayst in me behold
When yellow leaves, or none, or few do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang.

SENIOR CANDIDATES, 1867.

14.

English Grammar.

1. Define the following terms: Vowel, consonant, diphthong, syllable. Into what are diphthongs divided? Point out the vowels in the words *wayward* and *yearly*.
2. Give the general rule for the formation of the plural number of nouns; and enumerate the principal exceptions to this rule. Give the plural forms of *Church, stomach, baby, day, knife, handkerchief, ox, folio, grotto*.
3. What is meant by a relative pronoun? When the relative is preceded by two antecedents of different persons, with which of them do the relative and the verb agree? Correct the errors in the following sentence: 'Thou art the person which were supposed to have written the letter.'

4. Distinguish between transitive and intransitive verbs. Explain the terms mood and tense. Point out the difference between the potential and subjunctive mood.

5. Point out the difference of meaning in the following sentences:

I was disappointed *of* the letter which I have so long wished for.

I was disappointed *in* the letter which I have so long wished for.

Distinguish between 'a taste *of* a thing,' and 'a taste *for* a thing.'

6. Parse

I know him as myself: for from our infancy

We have conversed, and spent our hours together.

Analyse

Then burst his mighty heart;

And, in his mantle muffling up his face,

Even at the base of Pompey's statue,

Which all the while ran blood, great Cæsar fell.

SENIOR CANDIDATES, 1868.

15.

English Grammar.

1. Define the following terms: Phrase, clause, sentence. Write a short sentence containing substantival, adjectival, and adverbial clauses.
2. Give some of the rules for the use of commas.
3. Give the rules for forming the imperfect participles of verbs; and form those of Call, love, singe, tie, strip, sait, defer, recover, frolic.
4. Explain carefully the meaning of the terms, person and mood.

Correct the following sentence so as first to state the supposed case as a fact, secondly as a supposition: If thou is honest, I love you.

5. What are the different shades of meaning between the sentences: I think, I am thinking, I do think?

6. Parse

Such holy rite,

Methinks, if audibly repeated now

From hill or valley, could not move

Sublimar transport.

Analyse

Brutus, I do observe you now of late.
I have not from your eyes that gentleness,
And show of love, as I was wont to have:
You bear too stubborn and too strange a hand
Over your friend that loves you.

EXAMINATION PAPERS

SET AT TEN

OXFORD LOCAL EXAMINATIONS,

1870-1873.

JUNIOR CANDIDATES, 1870.

1.

Analysis, Parsing, &c.

[N.B. **Every** candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Candidates should pay very strict attention to the parsing. As regards the rest of this paper, they are recommended not to dwell too long over any single question, but (if possible) to answer the whole of the questions.]

The knight of the Redcrosse when him *he* spide
Spurring so hote with rage *dispiteous*,
Gan fairely *couch* his speare, and *towards* ride:
 Soone *meete* they both, *both fell* and furious,
 That *daunted* with their forces hideous,
 Their steeds do stagger, and *amazed* stand,
 And *eke* themselves, too rudely rigorous,
Astonied with the stroke of *their own* hand,
 Do back *rebut*, and *each* to *other* yeeldeth land.

1. Parse each word printed in italics, explaining its grammatical connection with other words in the sentence in which it occurs.
2. Notice every obsolete expression and mode of spelling.
3. Give an account of the English auxiliary verbs.
4. What is an adverb? How are adverbs classified?

5. Explain the following words and phrases occurring in the *Faery Queene*,
Bk. I. Canto ii.:

chaunst	buff
purfl'd	ygoe
shapes in seeming wise	debonaire
owches	fone
the dye of warre	falsed
shamefast	pight.

6. Explain the allusions contained in these expressions:

- (a) Where Tiberis doth pas.
- (b) His sevenfold teme.
- (c) The rosy fingered morning.
- (d) The stedfast starre.
- (e) Sad Proserpine's wrath.

7. Give an account of Fradubio, and of the three Sarazin brothers.

8. Analyse this passage:

Long time they thus together traueiled,
Till, weary of their way, they came at last,
Where grew two goodly trees, that faire did spread
Their armes abroad, with gray mosse overcast;
And their greene leaves trembling with every blast,
Made a calme shadow far in compasse round.

JUNIOR CANDIDATES, 1871.

2.

Analysis, Parsing, &c.

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Candidates should pay very strict attention to the parsing. As regards the rest of this paper, they are recommended not to dwell too long over any single question, but (if possible) to answer the whole of the questions.]

1. Analyse:

Yet not for those,
Nor what the potent Victor in his rage
Can else inflict, do I repent or change,
Though changed in outward lustre, that fixed mind,
And high disdain from sense of injured merit,
That with the Mightiest raised me to contend,

2. Parse every word in the following passage :

His spear, to equal which the tallest pine
Hewn on Norwegian hills, to be the mast
Of some great amiral, were but a wand,
He walked with.

3. Explain fully the following words and phrases :

(a)	amerced	belated	empyrean
	jousted	nathless	thralls.

(b) The *grunsel* edge.

Prons on the flood.

The burning *marle*.

Night-founded skiff.

Locusts, *warping* on the eastern wind.

Flown with insolence and wine.

The ascending pile

Stood *fixed her stately highth*.

All but less than he.

What time his pride had cast him out of heaven.

What though the field be lost.

4. In the following passages explain the allusions, and illustrate, if necessary by other passages from *Paradise Lost*, Book I :

(a) The hill of scandal.

(b) The Aonian mount.

(c) Siloa's brook that flowed
Fast by the oracle of God.

(d) The brook that parts
Egypt from Syria's ground.

(e) The asphaltic pool.

(f) Smooth Adonis from his native rock
Ran purple to the sea.

(g) Uther's son.

(h) The Dorian mood
Of flutes and soft recorders.

(i) The moon whose orb
Through optic glass the Tuscan artist views.

(k) When Charlemain with all his peerage fell
By Fontarabbia.

5. What is meant by gender in grammar? Give instances.

6. Express in simple words the meaning of the following passage :

Say, muse, their names then known, who first, who last,
 Roused from their slumber on that fiery couch,
 At their great emperor's call, as next in worth
 Came singly where he stood on the bare strand,
 While the promiscuous crowd stood yet aloof.

JUNIOR CANDIDATES, 1873.

3.

Analysis, Parsing, &c.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Candidates should pay very strict attention to the parsing. As regards the rest of this paper, they are requested not to dwell too long over any single question, but (if possible) to answer the whole of the questions.]

1. Parse every word in the following passage :

Intermit no watch
 Against a wakeful foe, while I, abroad,
 Through all the coasts of dark destruction seek
 Deliverance for us all.

2. Analyse :

Me, though just right and the fixed laws of heaven
 Did first create your leader, next free choice,
 With what besides in counsel or in fight
 Hath been achieved of merit,—yet this loss,
 Thus far at least recovered, hath much more
 Established—.

3. Explain the allusions in the following passages :

- (a) The wealth of Ormus and of Ind.
- (b) That Serbonian bog,
 Betwixt Damietta and Mount Casius old,
 Where armies whole have sunk.
- (c) Gorgons, and Hydras, and Chimeras dire.
- (d) When Argo passed
 Through Bosphorus, betwixt the justling rocks.

4. Show the appropriateness of the following simile in all its parts, and explain the allusions :

As when far off at sea a fleet descried
Hangs in the clouds, by equinoctial winds
Close sailing from Bengala, or the isles
Of Ternate and Tidore, whence merchants bring
Their spicy drugs,—they on the trading flood,
Through the wide Ethiopian to the Cape,
Ply stemming nightly toward the pole,—so seemed
Far off the flying fiend.

5. Explain the following words and phrases :

(a)	unessential	frore	uncouth
	welkin	buxom	pinnacle.

- (b) By success untaught.
That forgetful lake.
The vassals of his anger.
His fatal throne.
Ages of hopeless end.
The sensible of pain.
Or shun the goal with rapid wheels.
The harmony . . . suspended Hell.
Impaled with circling fire.

6. Trace the line of argument in the speech of Belial.
7. How does Milton describe the fallen angels as employing themselves in their place of punishment?
8. Derive the following words : puny, arrive, paramount, apathy, treason.

JUNIOR CANDIDATES.

4.

Analysis, Parsing, &c.

(Paradise Lost, Book III.)

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Candidates should pay very strict attention to the parsing. As regards the rest of this paper, they are recommended not to dwell too long over any single question, but (if possible) to answer the whole of the questions.]

1. Analyse :

What praise could they receive ?
 What pleasure I from such obedience paid,
 When will and reason, reason also is choice,
 Useless and vain, of freedom both despoiled,
 Made passive both, had serv'd necessity,
 Not me?

2. Parse each word printed in italics in the following passages, explaining its grammatical connection with other words in the sentence :

- (1) *Hail*, holy light, *offspring* of heav'n *firstborn*
 Or of th' *Ætternal coeternal* beam
 May I express thee *unblamed*?
- (2) The *rest* shall hear me *call*, and oft be warned
 Their sinful *state*, and to *appease* betimes
 Th' incensed Deity, *while* offered grace
 Invites.
- (3) As in him *perish* all men, so in thee,
 As from a second root, shall *be restor'd*
 As *many* as are restor'd, without thee *none*.

Distinguish the several meanings of the word 'as' in the last passage.

3. What is meant by : subject, extension of predicate, indirect object, compound sentence, noun sentence, adversative connection ?
4. Explain the following : drop serene, glozing, maugre, amarant, eremite, limbec, tiar, archchimic, empyreal.
5. What are the allusions in these passages ?
 - (1) Pilgrims . . . that strayed so far to seek
 In Golgotha him dead who lives in heaven.
 - (2) Seasons return, but not to me returns
 Day.
 - (3) The weeds of Dominic.
 - (4) Hesperian gardens.
 - (5) That crystalline sphere whose balance weighs
 The trepidation talked, and that first moved.
6. What was the course of Satan's journey as described by Milton ?

SENIOR CANDIDATES, 1870.

5.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Candidates should pay very strict attention to the parsing. As regards the rest of this paper, they are recommended not to dwell too long over any single question, but (if possible) to answer the whole of the questions.]

1. Parse, and show the grammatical construction of *every word* in the following passage :

What good would follow this, if this were done ?
What harm, undone ? Deep harm to disobey,
Seeing obedience is the bond of rule.

2. Express in simple words the meaning of the foregoing passage.

3. Give the feminine forms for the following substantives :

abbot	marquis	hunter	tiger
actor	lad	governor	testator
earl	hero	songster	master
duke	horse	tailor	nephew.

4. *A, an, the* : give the names for each of these words as parts of speech, and point out with instances their grammatical usage.

5. Give the past tense and past participle of the following verbs, and classify them accordingly :

last	lose	sell	make
eat	loose	slay	trot
feed	leave	teach	leap
decide	beseech	marry	receive.

6. Show the meaning and usage of the verbs *shall, will, may* both as principals and as auxiliaries.
7. Give instances of words in which the addition or withdrawal of the aspirate *h* materially affects their meaning.

8. Analyse :

For what are men better than sheep or goats,
That nourish a blind life within the brain,
If, knowing God, they lift not hands of prayer
Both for themselves and those who call them friend?

SENIOR CANDIDATES, 1871.

6.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.]

Candidates should pay very strict attention to the parsing. As regards the rest of this paper, they are recommended not to dwell too long over any single question, but (if possible) to answer the whole of the questions.]

1. Parse each word which is printed in *italics* in the following passage, and show its relation to other words in the sentence to which it belongs :

Virtue may be assailed, but never hurt,
Surprised by unjust force, but not intralled :
Yea, even that which Mischief meant most harm,
Shall in the happy trial prove most glory.
But evil *on itself* shall back recoil,
And *mix* no more with goodness.

2. Briefly and simply express the meaning of the passage in your own words.
3. Explain the terms : (a) objective case, (b) apposition, (c) abstract noun, (d) auxiliary verb, (e) intransitive verb, (f) distributive pronoun. Illustrate your explanations by examples.

4. Give the past tense and the perfect participle of each of these verbs :

sink	lie	sit	fell
dig	lay	thrive	rise
flee	set	fall	swim.

5. Give the origin and meaning of the following prefixes : *con-*, *de-*, *dis-*, *ae-*, *sub-*, *sym-*, *un-*, *in-*. Illustrate your answer by examples.

6. Distinguish the imperfect participle from the participial substantive.
Explain the expressions :

- (a) Walking stick.
- (b) Running footman.
- (c) The house is a building.
- (d) He is building a house.
- (e) Acting is better than talking.

7. What is a preposition ? Distinguish the preposition from the conjunction.

8. Analyse this passage :

And where two raging fires meet together,
They do consume the thing that feeds their fury :
Though little fire grows great with little wind,
Yet extreme gusts will blow out fire and all.

SENIOR CANDIDATES, 1872.

7.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is expected to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Candidates should pay very strict attention to the parsing. As regards the rest of this paper, they are recommended not to dwell too long over any single question, but (if possible) to answer the whole of the questions.]

1. Parse each word which is printed in italics in the following passages, and state its grammatical connection with other words of the same sentence :

- (1) *Boast* not my fall, he cried, *insulting* foe !
Thou by some other shalt be laid as *low*.
Nor think, *to die* dejects my lofty mind ;
All *that* I dread is *leaving* you behind.
- (2) Come one, *come* all, this rock shall fly
From its firm base as soon as I.

- (3) Besides, it *were* a mock
 Apt to be rendered, for some one to say,
 ' *Break up* the senate till another time,
 When *Cæsar's* wife shall meet with better dreams.
 If *Cæsar* *hide himself*, shall they not whisper,
 ' Lo, *Cæsar* is afraid ' ?

2. Analyse the following sentences :

- (1) To the great, real, and amiable virtues, and to the unequalled abilities of that gentleman, I shall always join with my country in paying a just tribute of applause.
- (2) So closely connected with these men was Terence, that a rumour soon gained ground that he himself was not the real author of the plays exhibited under his name, but that young noblemen composed what they had not the courage to own.
- (3) I am monarch of all I survey :
 My right there is none to dispute.

3. Give the meaning of the terms : (1) syntax, (2) predicate, (3) indirect object, (4) inflection, (5) analysis.

4. Distinguish between : *laid* and *lain*, *born* and *borne*, *straight* and *strait*, *taught* and *taut*, *ought* and *aught*, *ere* and *e'er* ; and give the comparative and superlative of—

good	agile	quickly
easy	feeble	badly
full	hot	blest.

5. Define : adverb, pronoun, auxiliary verb, interjection, participle, infinitive mood, adversative conjunction, and write down two examples of each.

6. The past tense and perfect participle of :

bury	saw	shine	dwell
sit	seek	shake	sink
see	strive	flee	think.

7. How does the position of words serve to show the grammatical structure of an English sentence ? Is there any difference on this point between poetry and prose ?

SENIOR CANDIDATES, 1873.

8.

English Grammar, including Analysis of Sentences.

[N.B. Every candidate is required to satisfy the examiners in this paper. Attention should be paid to spelling, handwriting, punctuation, and correctness of expression.

Candidates should pay very strict attention to the parsing. As regards the rest of this paper, they are recommended not to dwell too long over any single question, but (if possible) to answer the whole of the questions.]

1. Parse the words in italics in the following passages, stating the grammatical connection of each with its sentence :

(1) Those many *had not dared* to do that evil,
If the first man that did the *edict* infringe
Had answer'd for his deed.

(2) Return, fair Eve,
Whom fly'st thou? *Whom* thou fly'st, of him thou art,
His flesh, his bone.

(3) But, madam, if the fates withstand, and you
Are destined Hymen's willing *victim* too,
Trust not too much your now resistless charms ;
Those, age or sickness, soon or late, disarms.

(4) The gods would humble them,
That we might laugh at *their* ridiculous fear
Whose names we trembled at *beyond* the Alps.

(5) I'll tell quaint lies,
How honourable ladies sought my love,
Which I denying, they fell sick and died.

2. Analyse the following sentences :

(1) No other allegorist has ever been able to make abstractions
objects of terror, of pity, and of love.

(2) Since words are only names for things, it would be more convenient for all men to carry about them such things as are necessary to express the particular business they are to discourse on.

(3) Or, wouldst thou drown thyself,
Put a little water in a spoon,
And it shall be as all the ocean,
Enough to stifle such a villain up.

3. Name and distinguish the different uses of each of the following words *himself, which, beside, rather, very, but, without, as*.
4. Explain the difference between : transitive and intransitive verbs, adverbs and conjunctions, subject and object, nouns and pronouns.
5. How does the language of Chaucer differ from modern literary English in the use of inflections? Trace the several changes as completely as you can.
6. Distinguish between : *lie, lay, laid ; eat, ate ; rode, road, rowed ; fell, fallen ; dyed, died* : and give the present and past participles of :

slay	rise	shrive	shoot
bray	shake	flee	teach
reply	speed	obey	set.

EXAMINATION PAPERS

SET AT THE

CAMBRIDGE LOCAL EXAMINATIONS.

JUNIOR CANDIDATES, 1870.

1.

English Grammar.

[N.B. Every student is required to satisfy the examiners in this paper.]

1. What is meant by the parts of speech? Give their names with an example of each.
2. Write down the singular or plural, as the case may be, of:

bureau	chimney	dice	kine	man
pence	proof	staff	seraph	teeth.
3. Write down the masculine or feminine, as the case may be, of:

actor	boy	dame	heifer	hero
maid	marquis	nephew	nun	widow.
4. Distinguish the use of the pronoun in the expressions:

That is *his* book;

That book is *his*;

and give the corresponding forms of all the personal pronouns,
5. Write down the past tense and past participle of the verbs:

awake	burst	chide	lay	lie
make	shine	slay	throw	weave.

6. In what moods are verbs conjugated? Explain when the subjunctive mood is used :
7. Explain the terms *predicate*, *completion of the predicate*, *extension of the predicate*, and write down a sentence in illustration.
8. Parse and analyse the following :

The hero bound for battle strife
Or bard of martial lay,
'Twere worth ten years of peaceful life,
One glance at their array.

JUNIOR CANDIDATES, 1871.

2.

English Grammar.

1. Explain the term *abstract noun*, *collective noun*, *relative pronoun*, *transitive verb*, with an example of each.
2. How do you form the plural of nouns ending in *ch*, *x*, *f*, *o*, *y*? Give an example in each case.
3. Define *adjective*. When do you use the comparative and when the superlative degree? Write down the comparative and superlative degrees of *noble*, *much*, *holy*, *benevolent*.
4. Name the different classes of pronouns, and give the possessive and objective cases (singular and plural) of *I*, *she*, *who*.
5. Write out the past and future tenses in the indicative mood of the verbs *to write* and *to lose*.
6. Parse: Little Gertrude was the eldest daughter of a farmer, who lived in a very fertile country.
7. Explain the terms *simple sentence*, *complex sentence*, *compound sentence*, *noun clause*; and analyse :

To bliss domestic he his heart resigned.

8. Analyse the following :

The heights, by great men reached and kept,
 Were not attained by sudden flight ;
 But they, while their companions slept,
 Were toiling upward in the night.

JUNIOR CANDIDATES, 1872.

3.

English Grammar.

[N.B. Every student is required to satisfy the examiners in this paper.]

1. Name the different kinds of nouns, and give an example of each.
 2. Explain the terms *number*, *case*, *gender*, taking the word *hero* to illustrate your explanation.
 3. Define *transitive verb*, *adverb*, and give examples of each. What inflexions does the adverb undergo ?
 4. Name the relative pronouns, and give examples of their respective uses. How does the relative agree with its antecedent ?
 5. Explain the terms *mood*, *tense*; and give the past tense (first person singular, indicative mood) and past participle of the verbs, *to bring*, *to arise*, *to draw*, *to lay*, *to eat*.
 6. In the following passage parse the words *in italics*:

There at the foot of *yonder* nodding beech
 That wreathes *its* old fantastic roots so high,
 His listless *length* at noon-tide *would he stretch*,
 And pore upon the brook *that* babbles *by*.
 7. Explain the terms *predicate*, *adverbial sentence* (or *clause*), *complex sentence*, with examples.
 8. Analyse:
 - (1) Twilight's soft dew steal o'er the village green.
 - (2) Sweet was the sound, when oft, at evening's close
 Up yonder hill the village murmur rose.
-

JUNIOR CANDIDATES, 1873.

4.

English Grammar.

1. Verbs have voice, mood, tense, number and person. Explain what each of these means, and give examples of each from the verbs *to sing* and *to run*.
2. Give the plurals of leaf, watch, story, storey, potato; and the singular of swine, lives, banditti.
3. Give the past tense and past participle of the verbs *to slay*, *to drink*, *to move*, *to beseech*.

4. Correct:

He picked up the man who he knocked down.
 Of London and Paris the former is the wealthiest.
 Going into the garden the grass wetted my feet.

5. What do you mean by *subject*, *object*, *predicate*?

Can you justify either or both of the following?

He hit him a blow on the head.
 He ran him a race.

Which is the subject in the following: *To perform is better than to promise*?
 Write this with a verbal noun for subject.

6. Parse the words in *italics* in the following passage:

Music can soften pain to ease
And make despair and madness please.

7. Analyse and punctuate:

He that will not when he may
 When he will he shall have nay.

8. Write in the third person the following speech of King Richard, taking care to make the meaning plain, and commencing with *King Richard said that*:

I wish I may forget my brother John's injuries as soon as he will forget my pardon of them.

SENIOR CANDIDATES, 1870.

5.

English Grammar.

1. Define the terms *language*, *parts of speech*, *syllable*. How many syllables are there respectively in the words *dainty*, *laity*? Distinguish between *vowels* and *consonants*. Place a dot over the *aspirate* in the sentence:
The heir, the hope of the house, sickened and died in a few hours.
2. What is the use of the *adjective*? Write down the comparative and superlative degrees of *bad*, *beautiful*, *good*, *much*, *near*, *old*.
3. Define a *verb*; and distinguish between *transitive* and *intransitive verbs*. Of what inflexions are verbs susceptible, and what are their respective uses?
4. Distinguish between the uses of *conjunctions* and *prepositions*. Into what two principal classes are conjunctions divisible? When is *for* a conjunction?
5. Correct the following sentences:
 - (a) He didn't ought to have broke the window.
 - (b) Why won't you come with me? Because I don't want to.
 - (c) Neither you or me are invited.
 - (d) Let each esteem other better than themselves.
6. When does a noun of multitude take the verb in the singular; and when in the plural? Illustrate by examples.
7. What parts are essential to the formation of a complete sentence? Explain clearly the use and construction of the *copula*. By what kinds of *phrases* may *nouns*, *adjectives*, and *adverbs* be respectively replaced in a sentence? Give examples.

8. Analyse :

*One adequate support
For the calamities of mortal life
Exists—one only ; an assured belief
That the procession of our fate, howe'er
Sad or disturbed, is ordered by a Being
Of infinite benevolence and power :
Whose everlasting purposes embrace
All accidents, converting them to good.—Wordsworth.*

Parse the portion of the above which is printed in italics

SENIOR CANDIDATES, 1871.

6.

English Grammar.

1. How many *parts of speech* are there in English? Explain the names they bear ; and show that these names express their real character.
2. What is a *pronoun*? What are the *relative pronouns*? Explain the distinctions between *my*, *mine*, and *my own*.
Distinguish between the use of *each other* and *one another* ; and parse the phrase—*They esteemed each other*.
3. How many *moods* of a verb are there? Explain them.
To what parts of the verb do the words in italics in the following sentence belong?
I saw him reading the prize he had gained for *reading*.
4. Give the *past tense* and the *past participle* of the following verbs :
bespeak, shrink, espy, seethe, throw, grind, strew, rive, shred, lave.
Give the *imperfect participles* of the following : *differ, offer, confer, visit, repel, revel* : and state the rules that guide you in forming them.
5. Define an *adverb*. Into what classes of adverbs would you distribute the following : *yesterday, why, once, whereby, backwards, nearly, badly, half*?
Explain the following : *He speaks loud. It is exceeding great. You did right to speak at once.*

6. Distinguish between *clause, sentence, phrase, period, paragraph*. What parts are essential to make a complete sentence?

Of what parts does a *complex* sentence consist? Explain these briefly, giving examples.

7. Give the Saxon words in common use which most nearly answer to the following: *expansion, depression, elevation, contraction, depart, probability, ridiculous, transgression, veracious, fortitude.*

8. Analyse:

'Dangerous it were for the feeble brain of man to wade far into the doings of the Most High; whom although to know be life, and joy to make mention of His name, yet our soundest knowledge is to know that we know Him not as indeed He is, neither can know Him.'

9. Parse:

'Ay me! ay me! with what another heart
In days far-off, and with what other eyes
I used to watch—if I be he that watch'd.'

SENIOR CANDIDATES, 1872.

7.

English Grammar.

1. What is *Grammar*? Of what do *orthoëpy, orthography, etymology* respectively treat?
2. Mention the principal sources from which words in use in modern English have been derived, and give examples.
3. Enumerate the *parts of speech* in English. Which of these admit of inflexion?

Form a sentence to show the different uses of the word *that*, and mention in every case what part of speech it is.

4. Explain the different ways of distinguishing the masculine and feminine genders in English, and illustrate your answer by examples.

5. Distinguish between *transitive* and *intransitive verbs*. What is *tense*? Give the first person plural of the tenses in the indicative mood of the verb *to sing*.

How do you classify verbs with regard to the mode of forming their past tense? Give the past tense and past participle of the following verbs: *to begin, to flee, to flow, to lose, to mistake, to spread, to understand*.

6. What are *adverbs*? Classify them according to their meaning. Give examples of nouns used as adverbs, of adverbial phrases, and of adverbs formed from prepositions and from adjectives.
7. Explain briefly the correct uses of the auxiliary verbs *shall* and *will* in the first, second, and third persons.

Give examples of correct and incorrect uses.

8. Analyse:

Thus saying, from her side the fatal key,
Sad instrument of all our woe, she took;
And, towards the gate rolling her bestial train,
Forthwith the huge portcullis high up drew,
Which but herself not all the Stygian powers
Could once have moved.—*Milton*.

9. Parse the words in *italics* in the following passage:

Slowly and *conscious* of the rageful eye
That watch'd him, *till* he heard the ponderous door
Close, *crashing* with long echoes thro' the land,
Went Leolin.—*Tennyson*.

SENIOR CANDIDATES, 1873.

8.

English Grammar.

1. What inflexion do adjectives admit of in modern English? State the general rules for the formation of the comparative and superlative degrees, and give instances of regular and irregular comparisons.
2. What are pronouns? Enumerate the different classes into which they may be divided.

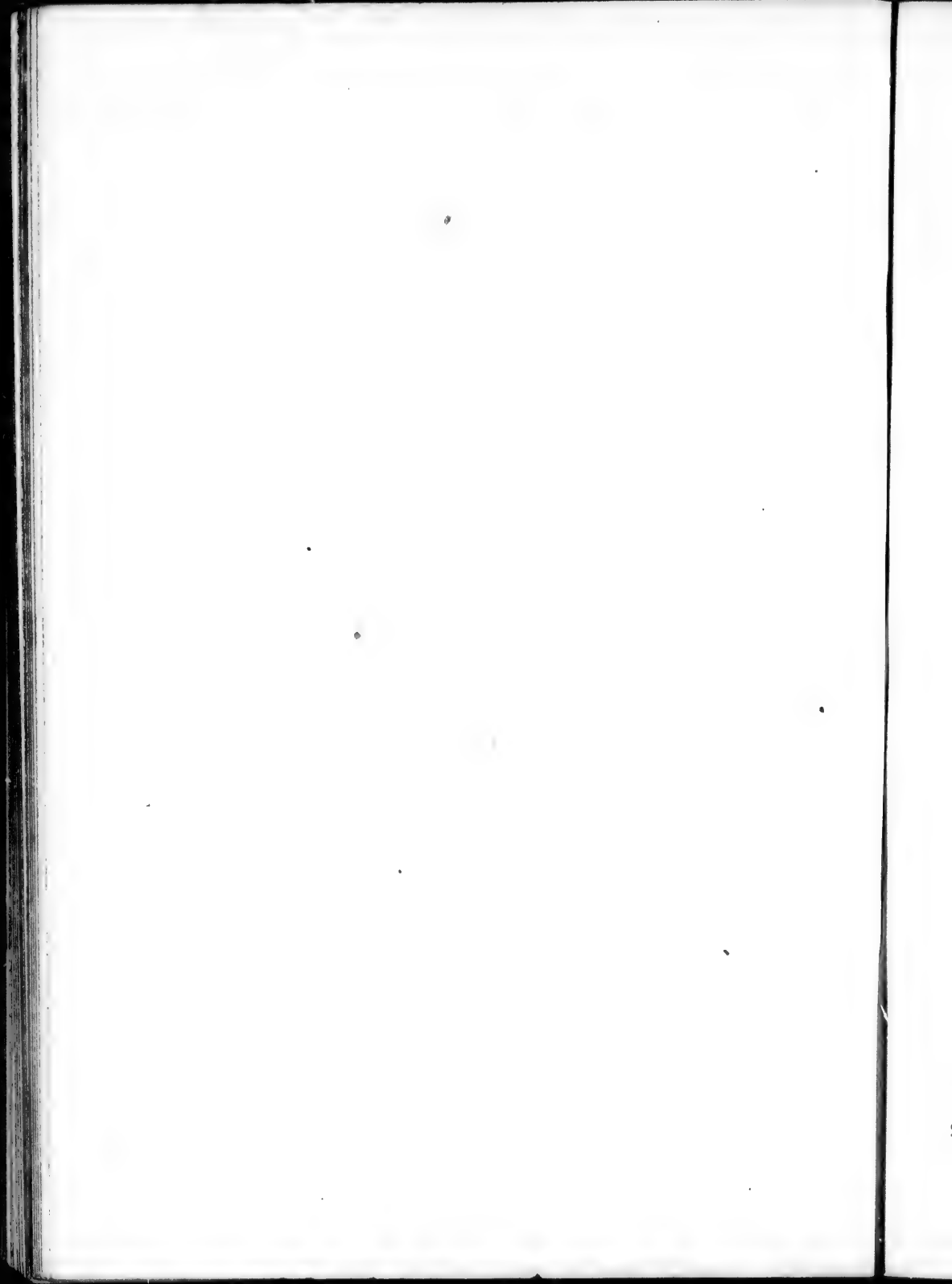
3. Mention the inflexions of which verbs admit. Enumerate the auxiliary verbs, distinguishing those which are auxiliaries of voice, mood, and tense.
4. What is the meaning of the terms 'weak' and 'strong' conjugations? Give the past tense and past participle of the verbs, *to fall, to drink, to lend, to hit, to throw, to swim, to hide, to dig, to dream.*
5. Explain the meaning of the terms *subject, object, predicate*; and give an example of a *compound sentence*, and of a *complex sentence*.
6. Form sentences to show the different uses of the words *for, since*, mentioning in each case the part of speech which the word is.

7. Parse the words in *italics* in the following passage:

This is the state of man; *to-day* he puts forth
 The tender *leaves* of hope; *to-morrow blossoms*,
And bears his blushing honours thick upon him:
 The third day comes a *frost*, a killing frost,
And when he thinks, good easy man, full surely
 His greatness *is a-ripening*, *nips* his root,
 And then he falls, as I do.

8. Punctuate and analyse:

I desire you as the last suit I am like to make to you to believe that I do not fly my country for guilt and how passionately soever I am pursued that I have not done anything to make the university ashamed of me or to repent the good opinion they once had of me and though I must have no further mention in your public devotions I hope I shall be always remembered in your private prayers.—*Clarendon.*



TORONTO UNIVERSITY EXAMINATIONS.

The following papers are made up of questions selected from those set at the different Examinations in English in the University at Toronto during the last fifteen years. In arranging his Praxis the author states that the object in view was "to illustrate the tone and requirements of the Public Competitive Examinations" in England, and many of the questions given have not, therefore, a very direct bearing on the contents of the book. The object in view in adding a selection of Canadian questions being very similar, the student need not be surprised to find that some of the questions chosen can be answered but very imperfectly from the work itself.

I.

1. Give the plurals of "body," "valley," "knife," "appendix," "terminus;" and state all the regular modes of forming genuine English plurals, with examples.
2. Write short notes upon the peculiarities of form in these words: seamstress, afield, himself, twain, he-goat, widower, father-in-law.
3. Give examples of adverbs exhibiting plural and comparative forms and genuine case-endings.
4. What are the chief peculiarities of interjections? How do you distinguish them from expletives?
5. Mention the most common native English prefixes and affixes, and those derived from Latin and Greek, giving the significance of each.
6. Write a note on the Etymology of the following words: Antithesis, anticipate, shame-faced, bright-faced, bundle, shilly-shally, lambkin, deaf-mute, slave-born, Whitby, Colborne, potato.
7. When should the article be repeated before each of several adjectives qualifying a noun, and when not?
8. How may figures of speech be divided, and what rules are to be observed in their use?

II.

1. Give an historical sketch of the English alphabet.
2. Name and explain the parts into which Grammar may be divided.

ii.

TORONTO UNIVERSITY EXAMINATIONS.

3. Give rules for the comparison of adjectives, and compare happy, beautiful, old, superior, ill, circular, near, fore.
4. Point out the cases in which "that" *may* be used as a relative instead of "who" or "which;" those in which it *must* be used; and those in which it *must not*.
5. Write a note on the distinctive use of the auxiliary verbs *shall* and *will*.
6. Can a sentence be formed without a verb? Parse the following: (a) Every one to his taste; (b) Great wealth, little weal; (c) The greatest of rarities, a wise man.
7. Illustrate the difference between a simple, a compound, and a complex sentence.
8. Compare as to their historical and grammatical etymology, and their precise meaning, the following words and expressions: break, fracture; trenchant, cutting; all but one, all except one; shatter, atomize; astronomy, astrology; swift, rapid; timely, temporary; proceed, go.

III.

1. Define the several parts of speech:
2. Give the etymological signification of the definite and indefinite article.
3. What is meant by Apposition, Nominative Absolute, Predicate noun, Mood, and Voice?
4. Write a single sentence which shall contain all the parts of speech, employing only words of Anglo-Saxon origin.
5. Write notes on the historical etymology of the following: Refract, if, an you choose, fount, font of type, but, except, catarrh, cataract, counteract, disastrous, catastrophe, ox, beef.
6. Mention some words which have been introduced as a result of old superstitions and customs.
7. State the rules for the concord of (a) a verb and its subject, and (b) a relative and its antecedent, noticing the peculiar cases that occur.
8. Define and illustrate allegory, simile, metaphor, epizeuxis, litotes, and zeugma.

IV.

1. Give rules for syllabication, and state the principles on which they are based.

2. When may the Saxon possessive be used instead of the Norman; and when is the "s" omitted after the apostrophe in the possessive singular?
3. Give the force of the "s" in "towards," "unawares"; of the "om" in "whilom," "seldom"; of the "re" in "here," "there"; of the "n" in "twain," "then"; and of the "ch" in "which," "such."
4. Account for the silent letters in debt, schism, judge, two, doubt, talk, design, phlegm, sought, victuals, know, reign. Is their retention desirable in modern orthography? Give reasons for your answer.
5. The following geographical names occur in Britain; explain their derivation and note briefly the events in British history which account for the varied origin of such words: Beaumaris, Berwick, Chester, Danby, Dungeness, Dingwall, Grace-Dieu, Inverness, Kent, Langholm, Milnethorpe, Portsmouth, Purfleet, Rotherhithe, Scarborough, Seaforth, Wendover.
6. Name and give examples of those rhetorical figures which consist in the repetition of a word or a phrase.
7. When it is said that "usage gives the law to language" what kind of usage is meant? If usage is divided, what considerations should have chief weight in establishing a *norma loquendi*?

V.

1. Give a list of those simple phonetic elements in English which have no simple orthographic representations.
2. Explain fully the character and use of Interrogative and Relative Pronouns, giving the derivation of the words so classed, and noticing peculiarities in the use of any of them.
3. Write an article on the Noun-substantive, defining it, noticing its accidents, explaining anomalous forms, and giving the rules which regulate its syntax.
4. Give the present infinitive and preterite forms of the verbs whose participles are, dared, dug, eaten, lain, led, read, riven, sat, set, sodden, sown, wound, wrung.
5. Shew how the loss of inflections in English has affected its syntax, and give the fundamental laws which regulate the arranging of words into sentences.
6. Comment on the form and history of the following words — Foremost, other, its, hard, bent, could, wrought, and songstress.

iv. TORONTO UNIVERSITY EXAMINATIONS.

7. Derive the following words, giving the intermediate forms:—Sir, madam, curfew, vinegar, bachelor, prize, biscuit, proxy, kerchie and verdict.
8. Define and exemplify the following figures:—Comparison, personification, hyperbole, climax, pleonasm, anastrophe, truism, and prolepsis.

VI.

1. Give a sketch of the origin and history of alphabetical writing, and show how far the imperfections of the English alphabet may be historically accounted for.
2. Classify the consonants so as to indicate the different relations of each sound.
3. Divide the following words into syllables, marking accent and quantity, and exhibiting the correct pronunciation:—Climacteric, espionage, fanatic, herculean, homogeneity, hymeneal, imbecile, indecorous, pharmacist, plethora, recondite, splenetic.
4. "Oral spelling is a contradiction in terms." Give reasons for agreeing with or differing from this view.
5. Give the logical force and explain the derivation of the indefinite article. Which of its forms should precede hero, host, hostility, usual, yellow?
6. Define voice, mood, and tense. Explain the method of the formation of the tenses of an English verb of the strong conjugation.
7. Define "hybrid" words, and give some example of such as are in common use.
8. Distinguish with regard to signification and use: Some from any; each from every and either; by from with; a or an from one; the from that; shall from will; where from whither; hope from expect; laudable from praiseworthy; silence from taciturnity.

VII.

1. Some grammarians classify all words as notional and relational; where, in such a system, can the Interjection find a place? Give reasons for the answer.
2. Give a list of auxiliary verbs with their etymological derivation and original meaning, specially noting such as can still be used independently.

TORONTO UNIVERSITY EXAMINATIONS.

V.

3. Rushton says: "Grammarians have produced much needless perplexity by confounding the two forms in 'ing.'" Distinguish etymologically between the two forms of the so-called present participle, and shew whether any advantage is gained by observing the distinction in practice.
4. Give an accurate description of the personal pronoun, and state the reasons for and against classifying "he," "she," and "it" as demonstrative rather than personal pronouns.
5. Fowler defines conjunctions as "words that connect sentences or parts of sentences." Mention all those that do this and nothing more.
6. Give an account of the various influences which have affected English orthography, and state the benefits that have resulted to it from the invention and employment of printing.
7. Trace and explain the derivation of the following words: Abandon, absurd, agree, afraid, coil, doll, dollar, dolomite, doggerel, encyclopædia, gramercy, marry (interjection), outrage, proxy, provost, Pleiad, pomp, 'sdeath, surgeon, trespass, teetotaller.
8. What rhetorical advantages are gained by the use of tropical forms, and what rules regulate their use?

VIII.

1. If the words of the English language were to be divided into classes according as they were appellative, attributive, or relational, what parts of speech would be arranged under each head, and which ones would fail to find any appropriate position? Give reasons for the distribution you would make.
2. What rules regarding the accidence of nouns are exemplified or transgressed in the formation of the following words: Banditti, beaux, genii, horses, irons, Ides, letters, news, pease, pence, politics, scissors, tidings, vespers, women, yeomanry?
3. Give the past tense and past participle of the following verbs: Burst, chide, cleave, cling, dare, flee, fly, flow, lay, lie, load, rid, set, sit, shear, thrust.
4. Explain the part played by auxiliaries in the conjugation of English verbs, and show what is gained by their use.
5. Give the derivation and precise meaning of the following terminations when used to form adjectives from other parts of speech: —ary, —al, —ly, —ful, —some, —n, —ic, —y, —ist.

vi. TORONTO UNIVERSITY EXAMINATIONS.

6. Give the derivation of the prefix "a," found in many adverbs and prepositions.
7. Explain the formation and general signification of such reduplicated words as zig-zag, pell-mell, helter-skelter, &c.
8. Can *than* govern an objective case? If so, what is the nature of the government?

IX.

1. Explain and exemplify the meaning of the term "orthographical expedient," and point out any that occur in the following couplet:

A nightingale that all day long
Had cheered the village with his song.

2. Give the rules for the formation of the plural and the possessive case of nouns. Why is "y" changed into "ies" and "f" into "ves" in the plural? Explain the peculiarities of the following plurals, account for their existence, and give the corresponding singular forms: Oxen, mice, kine, women, mussulmans, arcana, virtuosi, larvæ, Magi.
3. Define the verb. Explain what is meant by "voice," and by the terms "strong" and "weak" as applied to the conjugation of verbs.
4. "Every part of speech is capable of becoming an adverb." Discuss the correctness of this statement, giving examples.
5. Write a paper on the mode of origin of the various classes of interjections, and give examples.
6. Explain and illustrate what is meant by poetical license, and define clearly wherein it differs from prose.
7. Give the original derivation and meaning of knave, churl, clown, rustic, pagan, diffident, cunning, impertinent. Define their later meanings, and trace the changes to their source.
8. "A great part of our ordinary language, all that concerns the relations of invisible things, consists of implied metaphors." Explain and illustrate this statement.

X.

1. What are the chief conditions requisite in a perfect system of notation by letters? Account for the "b" in dumb, "l" in could, "n" in kiln, "s" in island.

2. Some grammarians are of opinion that "self" was originally a noun, others hold that it was an adjective. Which theory will best account for anomalies in the formation of the compound pronouns, myself, thyself, himself, themselves, and why?
3. Arrange in classes such adjectives as do not admit of comparison, and explain the peculiarities of the following comparatives: Nearer, ulterior, nether, inner, after, utter, prior, major, elder, rather, other. Give examples of adjectives in comparative and superlative forms which, though not logically correct, are rhetorically admissible.
4. Describe fully the office of the Relative Pronoun, and give the rules that regulate its syntax.
5. What is Syntax? Define and give examples of the following syntactical figures: Ellipsis, zeugma, pleonasm, hypallage, anastrophe, hysteron-proteron.
6. Distinguish between Barbarism, Solecism, and Impropriety, and give one or more examples of each.
7. Give examples of the various forms of compound sentences containing correlative clauses.
8. Give the derivation of the names of the days of the week and the months of the year; also of Easter, riding (division of a county), shire, county, since, frontispiece, afraid, feign, surgeon, peck, furlong, sorcerer, matriculation, feat, address, impair, invoice, squadron, raisin, parapet, usher, and surplice.

XI.

1. Give rules for the formation of the possessive case of nouns. When may both "of" and the possessive case proper be used? Correct the following expressions: Misses shoes; James hat; old wives stories; old womens fables.
2. Distinguish between *gender* and *sex*. Compare English with Greek and Latin with respect to this distinction. Point out the various methods by which gender is expressed in English.
3. "Strictly speaking there is no mood in the English verb." What is implied in this statement? In what sense are moods of the English verb spoken of? Specify the moods attributed to it.
4. Shew by what process complex past and future tenses are expressed in English, and discuss the gains or losses thereby produced.

viii. TORONTO UNIVERSITY EXAMINATIONS.

5. In what cases are articles omitted before nouns in English. Give examples.
6. Can an interjection govern a case? Explain such expressions as "Ah me!" "Alas for love!"
7. Latham says: "The logical and historical analyses of a language generally coincide." Illustrate this in the case of the English language.
8. Define, giving examples, synecdoche, metonymy, allusion, antithesis, aposiopesis, epanalepsis, paronomasia.

XII.

1. Define Grammar as a science and as an art; also name and define the parts into which it is generally divided.
2. Fowler says:—"The objective case follows the adjectives 'like,' 'nigh,' 'near,' and 'next.'" State reasons for this.
3. In what cases and in what verbal connections does the present participle become a noun? Give examples of the absolute use of the participle.
4. How may English verbs be divided? Classify these divisions, giving a definition of each.
5. Give rules regarding the place of adverbs in a sentence. When several adverbs or adverbial phrases occur show by examples how the meaning of the sentence may be modified by changing their relative positions.
6. Give a brief historical sketch of the constituent philological elements of the English language, and trace to their origin the following words: Atone, bishop, chemistry, proctor, Sadducee, squirrel, plaid, waltz, sketch, agate, ammonia, anthem, artesian, belfry, canter, ermine, hoax, imbecile, musket, sheriff, silly, and tariff.
7. When should capital letters be used in commencing a quotation, and when not? What is the use of brackets?
8. When should the hyphen be used in the formation of compound words, and when not? Supply it where required in the following sentences:—(a) The sextons in "Hamlet" were grave diggers, but not grave diggers; (b) He is a stone mason, but not a master mason; (c) You ought to have a cork, for you look like an inverted cork screw; (d) Old school ideas are not more taught in old school houses than in new ones; (e) We had become so absorbed in his slow striking sentences that we were astonished when the slow striking clock pealed forth twelve.

XIII.

1. What is meant by "orthographical expedient"? Enumerate as many as you can, showing how each has become necessary, and giving examples.
2. Discuss the desirability of spelling our words by means of a phonotypic alphabet.
3. Distinguish between "historical" and "grammatical" etymology, and show whether the former ever affords any assistance in determining the latter. Write a note upon the following italicised words, correcting errors, and giving reasons:—(a) No one ever waited on me *but he*; (b) I know no one there *but him*; (c) *The more* I saw of him *the more* I disliked him.
4. Mention all the points of difference that serve to distinguish the following words:—Session, cession; cite, site; licence, license; complement, compliment; practice, practise; prophecy, prophesy; precedent, president; principal, principle.
5. State the derivation and significance of the affixes, "ose," "kin," "ric," "fy," "dom," "ock," giving examples of words formed therewith.
6. Explain the symbol "&," which is commonly used to represent "and." In some editions of the Bible the word "the" is frequently represented by "ye"; what is the reason for this?
7. Some grammarians lay down, as a rule for composition, that no trifling word, such as "of," "by," or "to," should ever end a sentence. Assign reasons for approving or disapproving of this rule, and give examples in illustration.
8. Define the terms Rhetorical Form, Trope, Figure of Thought; and give definitions and examples of meiosis, anacœnosis, prosopopœia, anadiplosis, epanorthosis, syllepsis, metalepsis, antonomasia.

XIV.

1. When are the letters "w" and "y" consonants, and when vowels? Give reasons and examples.
2. What, if any, is the plural of the following words:—Stimulus, tyro, attorney, deer, shelf, riches, vortex, court-martial, cargo, calico, portico, analysis, gallows, spoonful, species?

X. TORONTO UNIVERSITY EXAMINATIONS.

3. Explain the origin of the formation of the English possessive case singular by means of the letter "s" and an apostrophe. When is it formed by adding an apostrophe alone?
4. Give four examples of orthographical expedients for the purpose of expressing the quantity of vowels. Give examples of orthographical compendiums.
5. Define "etymology" as used (a) in its widest, and (b) in its most limited signification. Illustrate by examples.
6. Estimate the relative value and effect of the two elements in a compound word. Distinguish between composition and combination.
7. Define "idiom," and "mannerism," and explain the following English idioms :—(a) I myself did it; (b) He saw it with his own eyes; (c) Man never is, but always to be blest; (d) Of the things which we have spoken this is the sum.
8. Discuss the mixed character of English as a language of Germanic origin. Define the ratio of its native and foreign elements as tested by the vocabulary and by the practice of the best writers, and account for the different results of the two tests.

XV.

1. Webster spells "traveller," "traveler"; "centre," "center"; "flavour," "flavor"; "musick," "music." Discuss the value of such changes, and their accordance with the analogies of the language.
2. The "ster" in songster was originally a feminine affix; the "stress" in songstress is a double and hybrid termination. Explain these forms and trace their origin.
3. "The striking peculiarity of the English adjective as compared with the same part of speech in other languages is its invariability." Explain this and trace its history and causes.
4. Distinguish between the following expressions:—"Yours and her ancestors," and "Your and her ancestors."
5. Distinguish etymologically and in signification between the first "one" and the second in the following sentence, and discuss the applicability of the term "pronoun" to each:—"One does not know whether to accept the one or the other."
6. Trace and explain the derivation of the following words:—Acorn, alms, auburn, balderdash, bard, brunt, candidate, canvas, coverlet, crab;

curmudgeon, enjoy, heretic, hermit, humbug, imbecile, lass, milliner, naughty, parasite, preliminary, priest, schooner, soldier, spinach, stentorian, sycophant, window.

7. Account for the existence of the following double forms :—Chart, card; compute, count; fidelity, fealty; particle, parcel; provident, prudent; ration, reason.
8. Distinguish between a figure of syntax and a figure of rhetoric. Define enallage, catachresis, anti-climax, oxymoron, antenacclasis, tautology, alliteration, and euphemism.

XVI.

1. Classify the letters of the English alphabet with reference to the organs by which the sounds they represent are produced. Classify in the same manner all the simple sounds of the English language.
2. What relics of a previous inflectional state remain in the English language? Mention some inflections that are obsolescent at the present time.
3. Explain the nature and use of the subjunctive mood. What importance should be attached to it in English? Could it be dispensed with? Give reasons for your answer.
4. Classify as parts of speech the following expressions :—Worth, naught, due, lief, away, afloat, mine, own, self-same, belike, meseems.
5. In how many different ways is the word "that" used? Write a sentence containing an example of each.
6. Give etymological reasons for changing the spelling of the following words :—Leftenant, kurnel, aquaduct, bewty, parsel, decon, sepe-rate, nuisance, analize, sirname, deceitful, supercede.
7. Craik says : "The English of the Anglo-Saxon period differed from the English that we speak in two important respects. It was an un-mixed language; and it is what is called a synthetic, in contradistinction to an analytic language." Explain this.
8. Explain what is meant by purity, propriety, and precision of style, and shew how they may be attained.

XVII.

1. What are the Anglo-Saxon forms of "my" and "mine," and what assistance can be derived from them in determining the classification of these words?

2. Account etymologically for the forms, it, his, there, am, did, more, children, other, these.
 3. Explain fully the nature and office of the preposition.
 4. Do conjunctions ever connect individual words in a sentence? Illustrate your answer by examples, and distinguish in nature and use between coördinate and subordinate conjunctions.
 5. Mr. Morrell calls the interjection an extra-grammatical utterance. Shew what is implied in this description and discuss its correctness.
 6. Give examples of English words, three or four of each kind, derived from the Celtic, Italian, Spanish, Arabic, Persian, Hebrew, and Hindustani languages.
 7. Di-syllable or dis-syllable; di-phthong or diph-thong; el-iptical or el-liptical; en-dogenous or endo-genous; ep-hemeral or eph-emeral; pro-gnostic or prog-nostic; trig-lyph or tri-glyph; hex-ameter or hexa-meter. Give etymological reasons in each case for preferring one or other of the above forms.
 8. Give the derivation of the following words and show how they acquired their present signification:—Adullamite, artillery, bailiff, bankrupt, black-guard, bombast, chartist, chattel, cheque, companion, esquire, gazette, grenadier, heathen, infantry, lumber, marquis, pioneer, prodigious, pragmatistical, pagan, preposterous, romance, sacrament, tribulation, villain.
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PUBLIC SCHOOL TEACHERS' EXAMINATIONS.

The following questions have been selected from amongst those set during the last few years for the examination of first and second class teachers in the Province of Ontario :

FIRST CLASS.

I.

1. Specify and exemplify the various constructions in which the sign of the possessive case is omitted.
2. Explain with the aid of examples the meaning of the terms, "grammatical equivalent" and "conjunctive adverb."
3. Parse the italicized words in the following sentences :—(a) *Furthest* from him is best; (b) He told me his sad story on his way *thither*; (c) She saved ten dollars a year out of her wages as a *servant*.
4. Correct or justify the forms of expression employed in the following sentences :
 - (a) Nobody but the good go to Congress.
 - (b) I did groan
To think that a most unambitious slave,
Like thou, should'st dance and revel on the grave
Of Liberty.
 - (c) The hue and cry was raised.
 - (d) Having discussed the future of the good, consider we now the destiny of the wicked.
 - (e) Failing this arrangement, will you be so good as to come to my assistance.
5. Write half a dozen lines on any subject you choose, using only words of Anglo-Saxon origin.
6. Give the derivation and trace the history of lesson, mean, peer, impostor, insolent.

XIV. TORONTO UNIVERSITY EXAMINATIONS.

II.

1. "Orthographical expedients are resorted to on account of the imperfections of the English alphabet, which may be characterized as deficient, redundant, and ambiguous."—*Authorized Spelling Book*. Explain clearly the meaning of the term "orthographical expedient," and show in what respects the English alphabet is deficient, redundant, and ambiguous.
2. Some grammarians consider the article and the participle distinct parts of speech. State your own views with reasons.
3. Discuss the grammar of these sentences :—
 - (a) O thou my voice inspire
Who touched Isaiah's hallowed lips with fire.
 - (b) Ellipsis is where one or more words are wanting to complete the sense.
 - (c) Let us take care how we sin.
 - (d) This blunder is said actually to have occurred.
 - (e) An example or two are sufficient to illustrate the general principle.
 - (f) There is more than one fashionable dealer in old furniture in the west of London who habitually sells as old furniture, a great part of which is new.
4. Define the rhetorical figures of which the following quotations are illustrative :—
 - (a) Can gray hairs make folly venerable ?—*Junius*.
 - (b) To Adam Paradise was a home ; to the good among his descendants home is a Paradise.—*Hare*.
 - (c) Pity, the violet on the tyrant's grave.—*Tennyson*.
5. Enumerate the meanings of dear, fair, sound, become, spirit, and brook.
6. Give the derivation of the following words :—Fault, but, that, underling, sound, conjure, spirit, once, age, noble, there, fame, than, encompass, indeed, only, and easily ; and trace the history of the meaning where you can.

III.

1. Name the inflected parts of speech, state the inflections to which they are subject, and give an example of every inflectional form in the

language. Give all the inflectional forms of "abbot," "me," and "was." Are "fatherly," "happier," and "acknowledgement," inflectional forms? Explain the forms "his" and "whom."

2. Parse the italicized words in the following: (a) *To speak* the truth, I have never been in such distress as now; (b) The *king*, so far from raising the question, attempted to prevent the queen from raising it; (c) The performance of the pupils is wonderfully good, *considering* that they have only one teacher.
3. "Substantives signifying the same thing agree in case." Point out the defects of this rule for apposition, and define "apposition."
4. Correct or justify: (a) The pupils who have finished the exercise "stand up"; (b) I intended to have written last week; (c) Do for any sake be quiet; (d) He got married to a widow; (e) About one hundred feet of the dam has been swept away.
5. Point out the figures of speech in

O wild west wind, thou breath of Autumn's being,
Thou from whose unseen presence the leaves dead
Are driven like ghosts from an enchanter fleeing,
Yellow, and black, and pale, and hectic red,
Pestilence-stricken multitudes!

6. When and under what circumstances did the principal elements which enter into the composition of the English language severally take their places in it?
7. Give the derivation of: muslin, currant, hymeneal, bursar, coercion, rill, priest, bishopric, deed, urbanity, universe, here, inoculate, religion, gentry, chestnut, vulgate, preposterous, rival, romance, health, legend, fancy; tracing the history of the meaning wherever you can.

IV.

1. Define adjective and pronoun; state how you classify adjectives and pronouns; show where you draw the line between these parts of speech, and explain your views with regard to the parsing of his, each, this, all, another, what, and some, in the various constructions in which they may occur. Give reasons for your answers.
2. Give examples of sentences in which it is more appropriate to use "that" than "who" or "which." Explain the reason in each case.

xvi. TORONTO UNIVERSITY EXAMINATIONS.

3. Parse the italicized words in the following sentences from Macaulay's letters :—
- (a) I will not omit writing two *days running*.
 - (b) The great topic *now* in London is not, as you perhaps fancy, Reform, but cholera. There is a great panic, as great a panic as I remember, *particularly* in the city.
 - (c) When Chantry dined with Rogers some *time ago*, &c.
 - (d) Her ladyship is *all* courtesy and kindness to me.
 - (e) Well, writing to constituents is *less of a plague* to you than to most people.
 - (f) *Now that* I had risen again, he hoped that they should hear me often.
4. Explain the meaning of orthoepy, idiom, dialect, and metaphor, and give the best definitions you know of letter, syllable, and word.
5. Distinguish between the following words: Common and mutual; stationery and stationary; feminine and effeminate; sanitary and sanatory; persecute and torment; loiter and linger.
6. Explain the derivation of afeard, afraid, valour, ornament, prithee, peace, enterprise, lady, esteem, adhere, and desire.
7. What information about the following things may be obtained from the names they bear: Port (wine), sherry, nankeen, ammonia, bayonet, cherry, currants?
8. Correct or justify, in either case giving your reasons, the following sentences :—
- (a) In this poem is a very confident and discriminate character of Spenser whose work he had then never read.—*Dr. Johnson*.
 - (b) This is one of the most successful works that ever was executed.
 - (c) The trade of Marseilles vastly increased since the French have had Algiers.
 - (d) He always begins by drawing down his shaggy eye-brows, making a face extremely like his uncle, wagging his head and saying, &c.—*Macaulay*.
-

SECOND CLASS.

I.

1. Give the abstract nouns of the same derivation as brief, true, common, needy, and poor.
2. Write the plural of the following:—Two, hidalgo, no, chimney, colloquy, Livy, vinculum, 3, w, appendix, Lord Gordon, court-martial.
3. Classify the pronouns enumerating those coming under each head.
4. Parse the italicised words in the following quotations : (a) In spite of such a man as Gibbon's opposition ; (b) They are not the same *that* they have been ; (c) He did it in the *geography* class ; (d) They are very *much* in the style of Milton's sonnets ; (e) That is the way *that* boys begin.
5. Give accurate rules for the use of *shall* and *will*.
6. What are the Latin and Greek prefixes meaning *from*, *beyond*, *without* ?
7. Give the derivation of none, prophet, line, fruitless, crown, barren, sceptre, succeeding.

II.

1. Give the full syntactical parsing of italicised words in the following extract :—“ *Strange as it may seem to find* a song-writer put forward *as* an active *instrument* of union among his fellow-Hellens, it is not *the* less true that those poets whom we have briefly passed in review, *by enriching* the common *language*, and by circulating from town to town either in person or in their compositions, *contributed to fan* the flame of Pan-Hellenic patriotism at a time *when there were few circumstances to co-operate* with them, and when the causes tending to perpetuate isolation seemed in the ascendant.—Grote : *History of Greece*.
2. Divide the extract into propositions, stating their kind and connection, and give a complete analysis of each proposition.
3. Make lists of the prefixes and affixes occurring in the passage and classify them according to (a) meaning, and (b) derivation.
4. Give the principal parts of new, fly, flee, stride, rive, crow.

xviii. TORONTO UNIVERSITY EXAMINATIONS.

5. Give examples of the different uses of (a) words ending in *ing*, and (b) of *but*.
6. Correct, where necessary, the spelling of the following words:—Indigenous, surpluss, deliniation, diphthong, subtle, judgement, ellygyac, prophane, purliew, suffragan, indispensible, responsible.
7. Trace the following words to Latin or Greek roots:—Venison, sample, maintain, livery, human, hermit, sarcophagus, volume, technical, phylactery, blasphemy.

III.

1. Parse the italicised words in the following sentences :—
 - (a) Did "religion" when our translation was made *mean godliness*?
 - (b) Thus shall mankind his guardian care engage,
The promised *father* of a future age.
 - (c) In Christian hearts O for a pagan *zeal*!
A needful but opprobrious *prayer*!
 - (d) He is busy *thrashing*.
2. Give instances of infinitives and infinitive phrases used as the object of a verb.
3. Give examples of the different constructions in which "as" is used, and tell in which of them it may be replaced by "that."
4. Distinguish (a) May I go? from Can I go? (b) Shall I go? from Will I go? (c) Were I to go? from Was I to go? (d) Would I have gone? from Should I have gone?
5. Enumerate the affixes denoting state, condition, or quality, and give an example of each in combination.
6. Make a list of words derived from *lego*, including four from the Latin and four from the Greek verb.
7. Correct, giving reasons, or defend the modes of expression employed in the following quotations :—
 - (a) Give us the secrets of his pagan hell,
Where ghost with ghost in sad communion dwell.
 - (b) What sort of a looking man is he?
 - (c) Thou lovest, but ne'er knew love's sad satiety.
 - (d) One sort of feels impressed with the vastness of the building,
though disgusted with the childishness of the ceremonies.

IV.

1. What do you understand by gender in grammar? Show that your definition applies to each of these words:—Lady, seamstress, manservant, testatrix, mistress, nervine, margravine.
 2. Give rules for the right use of the subjunctive mood with examples.
 3. Write the past tense, present participle, and past participle of flow, fly, singe, dye, loose, lay, bear.
 4. What parts of speech perform a double function? Give full explanatory examples.
 5. Give adjectives formed from Latin or Greek roots, corresponding to the English nouns: brother, forest, breath, beginning, husband, cloud, leg, eye, bad, rule.
 6. Convert the following adjectives, by the help of prefixes or suffixes, into verbs:—Large, just, humble, strong; and convert the following verbs into nouns: Weave, compel, receive, dig, think. Explain the law which governs each change.
 7. Criticise the syntax of the following sentences, suggesting corrections where necessary:—
 - (a) Whom say ye that I am?
 - (b) From whence comes he?
 - (c) Whom the gods love die young.
 - (d) And many a holy text she strews
That teach the moralist how to die.
 - (e) Neither riches or beauty furnish solid peace and contentment.
 - (f) Three months' notice are required previous to a pupil leaving school.
 - (g) If I were he, I would take more care for the future.
 - (h) The atrocious crime of being a young man I shall neither attempt to palliate nor deny.
-

McGILL UNIVERSITY EXAMINATIONS.

The following questions, selected from amongst those set in English at the various examinations in connection with McGill University in 1875, will afford some idea of the requirements in that institution.

I.

1. Shew the difference between abstract and concrete names. Are class names abstract or concrete? Mention some names that are abstract or concrete, according to the way they are employed.
2. Give examples illustrating the use of "that" as an adjective and as a pronoun.
3. Explain the restricting and the co-ordinating uses of the relative pronouns.
4. Nouns are often used as adjectives; how are they distinguished from true adjectives?
5. Mention any peculiarities worth noting in the use of the numeral adjectives—both, many, some, all, no, none, every.
6. Enumerate the conjunctions in the first class of the co-ordinating, and mention the classes into which the subordinating are divided.
7. How is the use of different words to denote gender to be accounted for?

II.

1. What are supposed to be the reasons for assigning to inanimate objects, gender, masculine and feminine?
2. If such forms as "Who do you speak to?"; "Who for?", are admissible, how is the relative pronoun to be construed?
3. Mention the points of difference between the Past Indefinite and the Present Perfect Tenses.
4. Mention the different periods that have been noted for the introduction of Latin words into the vocabulary of English.
5. Composition of Nouns. Give examples of nouns with adjectives—nouns with rules—nouns with adverbs—adverb and verb—verb and verb.

6. Give examples of the noun clause, adjective clause, and adverbial clause.
7. State the mode suggested for reconciling grammar and usage in such expressions as "it is me," &c.

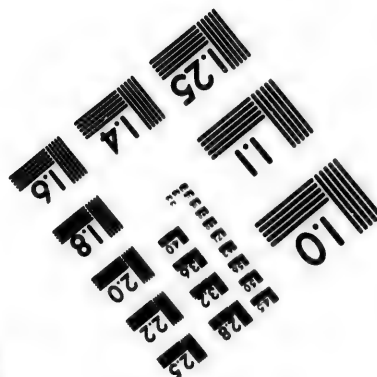
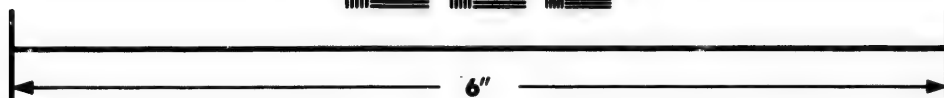
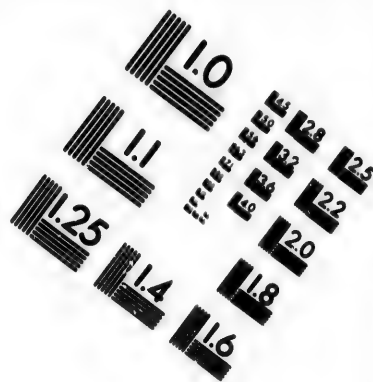
III.

1. Mention the principal differences in regard to inflection between the Anglo-Saxon and Semi-Saxon, and between the Semi-Saxon and early English.
2. Give the dates of the different periods of our philological history.
3. Mention the principal causes by which changes in a language are brought about.
4. Why are the English said to occupy, in the nations of Europe, a philological station somewhat anomalous?
5. What proportion of Anglo-Saxon words have we lost? Describe the classes.
6. State the points of evidence adduced in regard to the subject of dialectic differences in Anglo-Saxon.
7. As to the question in regard to the dialects whence the standard English had its birth, what is the most probable hypothesis?

IV.

1. Classify the consonants according to the organs of speech by which they are pronounced.
2. Write down a sentence which contains all the parts of speech, and draw a line under each indeclinable word in it.
3. Give the plurals of the following words: Self, sheaf, gulf, woman, spoonful, father-in-law, no, deer, Mr., Madam, focus, vortex, larva, genus, genius, crisis, cherub, virtuoso, beau, dilettante.
4. Write the principal parts of the following verbs:—bid, set, sit, lie, lay, sing, flee, fly, see, swell.
5. When is *shall* used as an auxiliary, and when *will*?
6. Parse: "That is the very book that I lost."
7. Give an example of a simple, complex, and compound sentence respectively.





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V.

1. Give four methods of enlarging the subject of a sentence, with examples.
 2. Analyse the following sentence :—"Sunshine of Saint Eulalie" was she called ; for that was the sunshine which, as the farmers believed, would load their orchards with apples.
 3. Correct, where necessary, the following sentences :—Suppose you and me go. He gave them to you and I. If I were him I would go abroad. They that honour me I will honour. "The Pleasures of Hope" was written by Campbell. I got it at Dawson's the book-seller. I done my sum first. Has either of your three friends arrived ? Neither the captain nor the mate were saved. Give me them books.
 4. The bulk of our borrowed words are of Latin origin ; when and how did they come into the language ?
 5. Write down the words in the Lord's Prayer, not of Saxon origin.
 6. State clearly the differences between Early English (Anglo-Saxon) and Modern English.
-

UNIVERSITY OF VICTORIA COLLEGE.

Matriculation Examinations, September 1874. English Grammar,
(Time—Two Hours.)

I.

1. What are the characteristics of mutes, semi-vowels, and liquids? What letters belong to each of these classes?
2. To what rules of orthography are the words *thus*, *buzz*, *said*, and *truly*, severally exceptions.
3. Define abstract nouns and adjectives. Show how these classes of words resemble each other and how they differ.
4. How do you distinguish between *gender* and *sex*? How does the English language differ from other languages in the matter of Gender? What is the gender usually given to the words *sun*, *moon*, *Winter*, *Spring*, *death*, and *man-of-war*? Give reasons for the usage in these cases.
5. In what number should the words *politics*, *mathematics*, &c., be construed? Give sentences introducing these words as subjects.
6. Into what classes are verbs divided? Give definition and example of each class.
7. Give the imperfect tense and the past participle of *bid*, *eat*, *hang*, *lay*, *lie*, (to recline), *load*, and *wet*.
8. Explain the proper use of the auxiliaries *shall* and *will*. Give examples in illustration.
9. Give analysis of the following sentences; parse the words in italics; and note peculiar forms and uses of words:—

"But that I am *forbid*

To tell the secrets of my prison-house,
I could a tale unfold *whose* lightest word
Would harrow up thy soul, freeze thy young blood,
Make thy two *eyes*, *like stars*, start from their spheres,
Thy knotted and combined locks *to part*,
And each particular hair to stand *an end*,
Like quills upon the fretful porpentine."

10. Say which of the following forms are to be preferred, and give reasons for the preference in each case :—

- (a.) The house is building. The house is a-building. The house is being built.
- (b.) The Miss Smiths. The Misses Smith. The Misses Smiths
- (c.) A house to let. A house to be let.
- (d.) The first two verses. The two first verses.

11. Parse the words in italics in the following sentences :—

- (a.) The well is *twenty feet deep*.
- (b.) Thou madest *Him a little lower* than the angels.
- (c.) The land is *worth eighty dollars an acre*.
- (d.) *We are to leave* this evening.
- (e.) "Let *such* an one think, *such* as we are in word by letters, *such* will we be in deed,"
- (f.) That was *but* part of the truth, though nothing *but* the truth.

12. Correct vulgar errors in the following sentences, and give the reason for each correction :—

- (a.) We were looking for you this morning, me and my brother, but we could not find you. Was you at home?
- (b.) It's no use trying to persuade him; he will do as he has a mind to.
- (c.) She looks beautifully, and sings sweetly.
- (d.) Mr. A.— is a tolerable good writer, but a very poor speaker.
- (e.) I have never been able to find them men, tho' I have tried to, very often.

II.

English Composition, (Time—One Hour.)

1. Write sentences in which the words god, heaven, saviour, and providence, should begin with small letters.

2. State the various cases in which a colon should be used. Give examples.

3. Give rule for the punctuation of words and clauses in apposition. State the exceptions to this rule, and give example of both rule and exceptions.

4. When should numbers be expressed by written words, and when by Arabic characters? Give rule for punctuation in the last case.

5. What is the proper use of the marks of parenthesis? When may commas serve to set off parenthetical clauses?

6. Give the rules of syllabification. Divide the following words into syllables by means of hyphens:—individuality, animosity, astronomy, preexistence, apostolical, adhesion.

7. Correct all errors of punctuation, spelling, &c., in the following passages:—

(a.) Rev. Dr. Egerton Ryerson D D, L.L.D Chief superintendent of education; Normal School Toronto Ont.

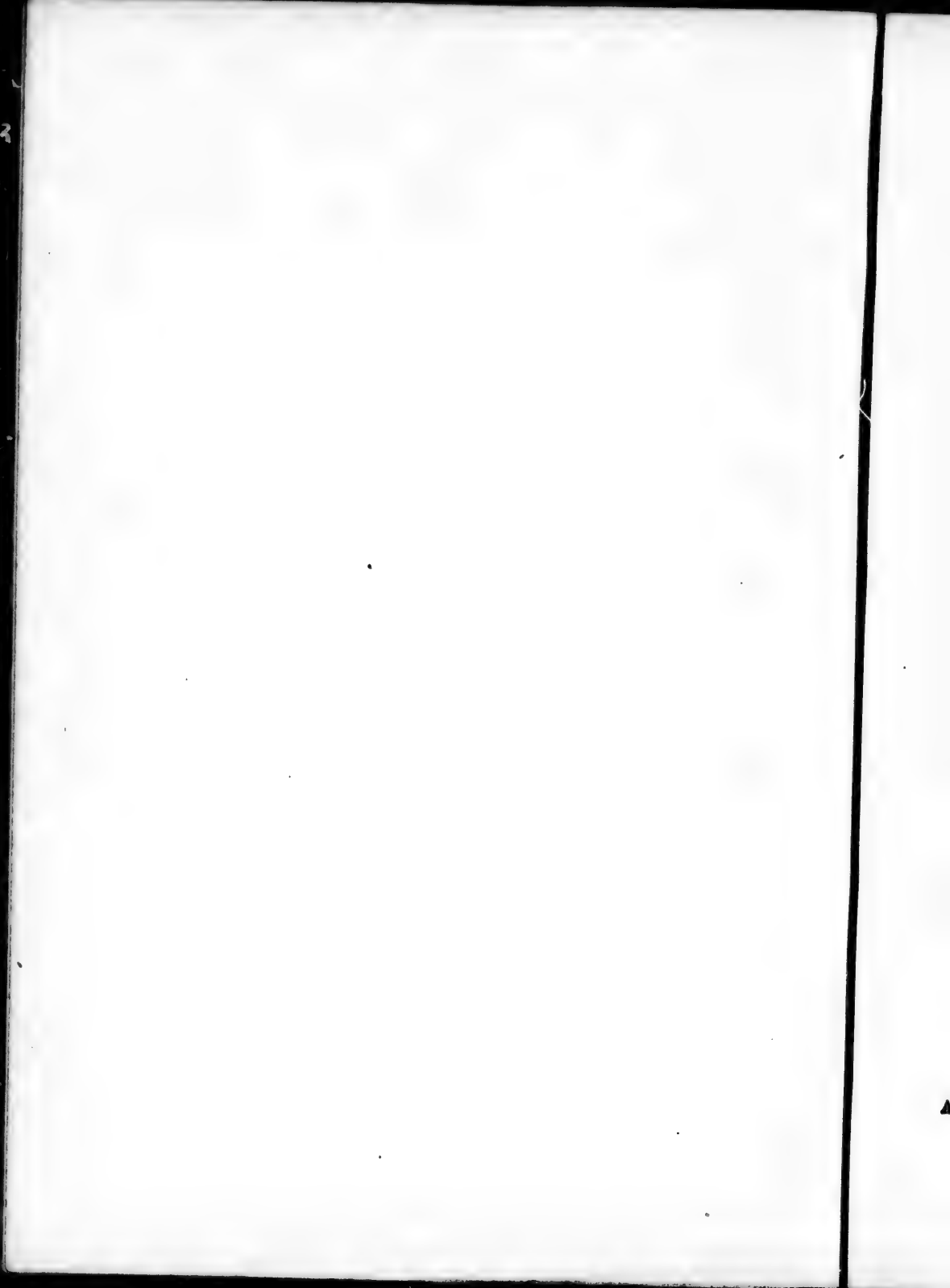
(b.) Vic Coll, Cobourg Ont. Sept 29. 1874.

(c.) Permit me to subscribe myself

your obliged and obt servt GEORGE J MONSANTO.

(d) I say gentlemen there is an individual present, resumed the host, in whose society I am sure we must take great delight and and the conversation of that individual must have afforded to every one present the utmost pleasure: Thank Heaven He dost not mean me thought Minus; Gentlemen I am but a humble individuel myself and I perhaps ought to apologise for allowing any individuel feelings of friendships to induce me to venture to rise to pupose the health of that persin: A person that I am sure, that is to say; a person whose vertues must indear him to those who know him and and those who have not the pleasure of knowing him can not dialike him hear here said the Company in a tone of encouragement and approval? Gentleman continued budden my Cousen is a man who who is a reallation of my own Here here Minus groaned oddibly * * * Gentlemen I feel, that I have already trespassed on your attentions for to long a time. With every feeling of with every Sentiment of of Grattification suggested the friend of the family of Grattification I beg to purpose the health of Mr Minus.

Standing Gentlemen Shouted the indefatigable little man with the whiskers and with the honors take your time, from me if you please Hip Hip Pip Za Hip Hip Pip Za Hip pip Za a a a



GENERAL INDEX.

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2. ETYMOLOGICAL

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